Stockton Middle School
P.O. Box 190, 906 South Street
Stockton, Missouri 65785
(417) 276-6161 Ext. 205
Fax: (417) 276-6389

Dr. Sandberg:

I respectfully offer on behalf of the committee selected to review the challenged book, *Angus, Thongs and Full-Frontal Snogging* the recommendation from our concerted efforts. After receiving input from various participants in the reviewing/challenging process, the committee met on November 10th, to deliberate and exchange opinions. After much discussion, our conclusion was to recommend that the book remain in our library, but to be retained with restrictions. Those restrictions will be limiting the use of the book to 7th and 8th grade students. Our Librarian would be the responsible party to insure these restrictions are upheld should the school board decide to accept the recommendation of the committee.

We feel this recommendation satisfies the wishes of the 6th grade parent who initiated the challenge which stated the "book should not be read by 11 year olds," as well as reflecting the shared opinions of our committee.

I wish to thank the members of our committee, Ginger Hendrickson, Donis Ewing, Annie Gant(who was unable to attend the meeting), Vickie Yarnell, Carol Coffman, Lori Long, John Elder and Gaila Beach.

Respectfully Submitted,

Bill Crabtree
Stockton R-I Middle School Principal

FIC Ren

Sequence #6683

Angus, thongs and full-frontal snogging

Rennison, Louise.

ISBN: 0060521848

1st Avon ed.
New York : Avon Books, 2003, c1999
234 p. ; 18 cm.

Policy: STD - Standard Item

Presents the humorous journal of a year in the life of a fourteen-year-old British girl who tries to reduce the size of her nose, stop her mad cat from terrorizing the neighborhood animals, and win the love of handsome hunk Robbie.

Sequel: On the bright side, I'm now the girlfriend of a sex god.

Copy#	Barcode	Accession	Vendor	Library	Location	Shelving
1	106337	Nov 4, 2003	None	Stoc		

Purchase Cost: 13.24 **Replacement Cost:** 13.24

ıgus, thongs and full-frontal snogging

ıpies Available.....1/1
etime Checkouts.....48
st Use Date.....Sep 3, 2008

Accession Date.....Nov 4, 2003
First Use Date.....Jan 21, 2004

st Modifications
ıen..... 12:00 am by.....
ıen..... 12:00 am by.....
ıen..... 12:00 am by.....

08 Checkouts

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Tot
6337	0	0	0	0	0	0	0	0	1	0	0	0	1
tals	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**

07 Checkouts

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Tot
6337	2	0	0	0	0	0	0	0	0	2	0	0	4
tals	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**4**

06 Checkouts

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Tot
6337	4	1	0	0	0	0	0	0	2	0	0	1	8
tals	**4**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**1**	**8**

05 Checkouts

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Tot
6337	1	1	1	0	0	0	0	1	0	3	1	3	11
tals	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**1**	**0**	**3**	**1**	**3**	**11**

04 Checkouts

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Tot
6337	2	6	3	3	0	0	0	1	2	3	1	3	24

Vicki Sandberg

From: Hendricks, Rodney R NWK [Rodney.R.Hendricks@nwk02.usace.army.mil]
Sent: Friday, November 18, 2005 10:49 AM
To: Vicki Sandberg
Subject: Names

Good Morning

Here are 8 names and some info ref the individuals to be considered for the Review Committee for Challenged Materials

1) Hazel Adkinson - retired librarian from outside of Stockton - 417 276 5558
2) Joy Rutledge - parent of 2 children in Stockton R-1 - home 276 5513 work 276 5900
3) Kathy Kerr - parent of 2 children in Stockton R-1 - home 276 3002
4) Mary Jane Miller - wife of Ronnie Miller, retired teacher from Stockton R-1 Elementary - home 276 6100
5) Jayne Ewing - parent of 2 children in Stockton R-1 home 276 6343
6) Jeff Wall - parent of Stockton R1 home 276 7027 cell 276 9954
7) Arlo Rupke - parent of 2 children in Stockton R-1, co-worker of mine, new to area, former school board member of Alma, NE cell 308 920 0166 home ??? work 276 3113

8) Sharon Belcher - parent of 1 child in Stockton R-1, co-worker of mine, home 276 3402 work 276 3113

I have only spoken to Sharon Belcher ref the potential detail – she was fine w/ it. I can contact more if you would like for me to. I thought this might be a good way for you to get to know some more people - and they can get to know you as well?

I will not be available for the Planning Meeting on 11/29 – I will be at Milford, KS. I think that it may be best for you to "lead" the discussions –

Some initial thoughts -
Budget - I think that the school has been "appropriately conservative" in the past few years. There have been some lean times and we were able to weather the storm better than some districts - due to our holdings. The future may hold more problems w/ state and federal budgets shrinking. On the other hand - I do not want to increase our reserves any more than necessary. I want to be utlizing the available funds for the right reasons - students and teachers. If / as the tax base increases - so should our expenditures for the right priorities.

Curriculum - It is becoming more critical that we teach the "right things" to meet the testing requirements. I think that we will see more curriculum forced upon us from above - state and federal. I think we definitely need to look at each area - math, science, history, etc vertical & between buildings ---- K-12 so that we are providing the instruction in a logical manner and appropriate levels.

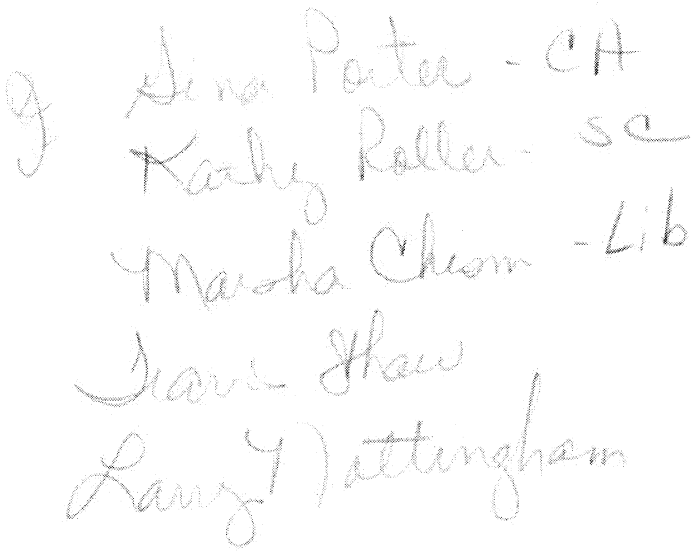
Personnel - I think a goal of our has been, and should continue to be – to keep the teacher / student ratio as low as possible. I know this is challenging due to increased enrollment and space. If we are not able to construct a new facility - I think we have to look at the "trailers" as a means to provide space. We need to continue our efforst to attract and retain the best teachers. We have to stay competitive w/ other school districts as far as salary, and continue to maintain our facilities and instruction at a level where teachers are attracted to the district.

Facilities - I think a new High School on the South Campus is the only real solution. The other options on the North Campus are only "band-aids" for a short term. "I would take a great teacher over a new classroom anytime, but imagine the potential for success if you combine a great teacher w/ a new classroom w/ increased space and current technology". I think that we do a pretty good job w/ our current facilities - but we always need to be looking for ways to improve them. We need to be sure that we are maintaining them at appropriate levels and doing "remodelling" where / when it is necessary.

Just some quick thoughts -- they may be off the mark, when discussion actuallly begins.

Thanks for all that you do for the students of Stockton R1. It was very encouraging to hear the auditors comments and findings. It is also nice to hear the positive comments from members of the community and district.

Have a good weekend,
Rod H



Vicki Sandberg

From: Travis Shaw [tshaw@stockton.k12.mo.us]
Sent: Monday, January 09, 2006 11:58 AM
To: Vicki Sandberg
Subject: RE: book

I haven't sent her anything. Here is her address.

17135 S HWY 97
SHELDON, MO 64784

-----Original Message-----
From: Vicki Sandberg [mailto:vsandberg@stockton.k12.mo.us]
Sent: Monday, January 09, 2006 11:32 AM
To: 'Travis Shaw'
Subject: book

I need to send a letter to the parent (Donna Moore, I think) who challenged the book. I called her and left a message on her answering machine but I should follow up with a letter. Can you get me her address? Did you write her? Vicki

FAX 682-6245

DEAR SUPERINTENDENT,

THESE ARE COPIES OF PAGES FROM A BOOK THAT MY 13 YEAR OLD DAUGHTER CHECKED OUT OF THE SCHOOL LIBRARY. PLEASE READ THESE PAGES. I CANNOT BELIEVE THAT A JR. HIGH GIRL CAN GET THIS KIND OF STUFF FROM THE SCHOOL LIBRARY WITHOUT SOMEONE KNOWING WHAT IS IN IT. AS A SOCIETY, WE WONDER WHY OUR CHILDREN ARE IN THE SHAPE THEY ARE IN AND WHY TEENAGE PREGNANCY IS SO HIGH. MAYBE THE ANSWER IS RIGHT IN FRONT OF US.

MY PHONE NUMBER AT WORK IS 682-3395. PLEASE CALL ME AND DISCUSS THIS WITH ME AS SOON AS POSSIBLE.

MY HUSBAND WAS NOT HAPPY WHEN HE FOUND OUT WHAT WAS IN THE LIBRARY BOOK SHE WAS READING. HEWILL BE COMING IN TOMORROW TO SPEAK WITH YOU.

PLEASE LET ME KNOW WHAT OPTIONS WE HAVE REGARDING THIS ISSUE.

THANK YOU SO MUCH

CONNIE MOORE

3 Pages Total

gently touched them through the thin fabric of the shirt.

The world seemed dreamlike as she pulled back from him, the firelight setting her face aglow. Without speaking, she started to undo the buttons on his shirt. He watched her as she did it and listened to her soft breaths as she made her way downward. With each button he could feel her fingers brushing against his skin, and she smiled softly at him when she finally finished. He felt her slide her hands inside, touching him as lightly as possible, letting her hands explore his body. He was hot and she ran her hand over his slightly wet chest, feeling his hair between her fingers. Leaning in, she kissed his neck gently as she pulled the shirt over his shoulders, locking his arms behind his back. She lifted her head and allowed him to kiss her as he rolled his shoulders, freeing himself from the sleeves.

With that, he slowly reached for her. He lifted her shirt and ran his finger slowly across her belly before raising her arms and slipping it off. She felt short of breath as he lowered his head and kissed between her breasts and slowly ran his tongue up to her neck. His hands gently caressed her back, her arms, her shoulders, and she felt their heated bodies press together, skin to skin. He kissed her neck and nibbled gently as she lifted her hips and allowed him to pull off her bottoms. She reached for the snap on his jeans, undid it, and watched as he

slipped them off as well. It was almost slow motion as their naked bodies finally came together, both of them trembling with the memory of what they had once shared together.

He ran his tongue along her neck while his hands moved over the smooth hot skin of her breasts, down her belly, past her navel, and up again. He was struck by her beauty. Her shimmering hair trapped the light and made it sparkle. Her skin was soft and beautiful, almost glowing in the firelight. He felt her hands on his back, beckoning him.

They lay back, close to the fire, and the heat made the air seem thick. Her back was slightly arched as he rolled atop her in one fluid motion. He was on all fours above her, his knees astride her hips. She lifted her head and kissed his chin and neck, breathing hard, licking his shoulders, and tasting the sweat that lingered on his body. She ran her hands through his hair as he held himself above her, his arm muscles hard from the exertion. With a little tempting frown, she pulled him closer, but he resisted. Instead he lowered himself and lightly rubbed his chest against her, and she felt her body respond with anticipation. He did this slowly, over and over, kissing every part of her body, listening as she made soft, whimpering sounds while he moved above her.

He did this until she couldn't take it anymore, and when they finally joined as one, she cried aloud and pressed her fingers hard into his back. She

buried her face in his neck and felt him deep inside her, felt his strength and gentleness, felt his muscle and his soul. She moved rhythmically against him, allowing him to take her wherever he wanted, to the place she was meant to be.

She opened her eyes and watched him in the firelight, marveling at his beauty as he moved above her. She saw his body glisten with crystal sweat and watched as beads rolled down his chest and fell onto her like the rain outside. And with every drop, with every breath, she felt herself, every responsibility, every facet of her life, slipping away.

Their bodies reflected everything given, everything taken, and she was rewarded with a sensation she never knew existed. It went on and on, tingling throughout her body and warming her before finally subsiding, and she struggled to catch her breath while she trembled beneath him. But the moment it was over, another one started to build again, and she started to feel them in long sequences, one right after the next. By the time the rain had stopped and the sun had set, her body was exhausted but unwilling to stop the pleasure between them.

They spent the day in each other's arms, alternately making love by the fire and then holding each other as they watched the flames curl around the wood. Sometimes he recited one of his favorite poems as she lay beside him, and she would listen with her eyes closed and almost feel the words. Then, when they were ready, they would join again

and he murmured words of love between kisses as they wrapped their arms around one another.

They went on throughout the evening, making up for their years apart, and slept in each other's arms that night. Occasionally he would wake up and look at her, her body spent and radiant, and feel as if everything were suddenly right in this world.

Once, when he was looking at her in the moments before daybreak, her eyes fluttered open and she smiled and reached up to touch his face. He put his fingers to her lips, gently, to keep her from speaking, and for a long time they just looked at one another.

When the lump in his throat subsided, he whispered to her, "You are the answer to every prayer I've offered. You are a song, a dream, a whisper, and I don't know how I could have lived without you for as long as I have. I love you, Allie, more than you can ever imagine. I always have, and I always will."

"Oh, Noah," she said, pulling him to her. She wanted him, needed him now more than ever, like nothing she'd ever known.

Instruction

Challenged Materials

On occasion, honest differences of opinion may arise about books or materials used in the public schools. In order to handle questions that might arise in an impartial and orderly manner, the following procedures shall be followed:

1. All complaints shall be reported immediately to the building principal involved, whether these come by telephone, letter, or personal conference.

2. The person making the complaint shall receive the form "Review of Instructional Materials." A copy of this form, contained in this regulation, may be picked up in the administrator's office.

3. This form must be completed and returned by the person making the complaint.

4. Media being questioned will be removed from use, pending committee study and final action by the Board of Education, unless the material questioned is a basic text.

5. The Superintendent of Schools shall, within fifteen (15) days of receipt of the written request, appoint a review committee of nine people. The committee shall consist of the administrator of the building involved, three teachers, a member of the Board of Education, and four lay persons. The administrator shall serve as secretary.

6. The classroom teachers appointed shall be represented by the grade level or subject area where the media is used, another grade level or subject area, and a librarian.

7. The four lay persons appointed shall be selected from a list of eight people recommended to the Superintendent by the president of the Board of Education. Two of the four persons appointed must be parents/guardians of children in the schools.

8. Within twenty (20) days of the appointment of the committee, the committee shall meet, review the written request for reconsideration, read the questioned materials, evaluate, and prepare a written report of its findings and recommendations to the Superintendent of Schools.

9. The committee may recommend that the questioned materials be:

 a. Retained without restriction.

b. Retained with restriction, or

c. Not retained.

10. The Superintendent shall, at the next appointed meeting of the Board of Education, report the recommendations of the Review Committee to the Board of Education. The decision of the Board will be final.

11. The decision of the Board shall be reported to the principal of the school, to the complainant, and to other appropriate professional personnel on the next school day. The principal shall see that the decision of the Board is carried out.

12. The librarian responsible for that school shall keep on file all pertinent information concerning the questioned materials or any books or materials likely to be questioned.

Received 11-16-05

REVIEW OF INSTRUCTIONAL MATERIALS

Type of material (book, film, pamphlet, etc.): Book

Title of material: The Notebook, & Message in a bottle

Author: Nicholas Sparks

Publisher: Warner Vision

Your name, address, telephone number: Connie & Robert Moore 11735 S. Hwy 39 Shelton MO 64784

Do you have a child in the school concerned? yes

Complainant also represents others: NO

(organization-name)
(other group-identify)

To what part of the material do you object? Cite words, page numbers: Sexuall explicit scenes.

Why do you object to this material? Very inappropriate for Jr. High Children whose hormones are already running Rampant!

Are you familiar with the range of materials used in the school system on this topic? NO

Do you approve of presenting a diversity of points of view about this material in the classroom? NO

Should this be withdrawn from all students? Yes ✓ No

Connie L Moore — Signature of Complainant

11/11/2005 — Date

Please give/send this information to: Dr. Vicki Sandberg
Superintendent
Stockton R-1 Schools
Address
PO Box 190 Stockton, MO 65785

Specifically Chapter "Swans + Storms" the end is the most graphic but the Ma, the whole Chapter should be read.

STOCKTON R-1 SCHOOL DISTRICT

Fax Transmittal Form

To Connie Moore

Attn:

Phone number:
Fax number: (417) 682-6245

☐ Urgent
☐ For Review
☐ Please Comment
☐ Please Reply

From Dr Vicki Sandberg

Superintendent's Office

Phone: 417 276-5143
Fax: 417 276-3765

Date sent: 11-11-05
Time sent:
Number of pages including cover page: 4

Message:

906 South Street
PO Box 190
Stockton MO 65785

Phone: 417 276-5143
Fax: 417 276-3765

TRANSMISSION VERIFICATION REPORT

TIME : 11/11/2005 11:21

DATE,TIME	11/11 11:20
FAX NO./NAME	14176826245
DURATION	00:01:22
PAGE(S)	04
RESULT	OK
MODE	STANDARD ECM

Instruction

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Vicki Sandberg

From: Hendricks, Rodney R NWK [Rodney.R.Hendricks@nwk02.usace.army.mil]
Sent: Friday, November 18, 2005 10:49 AM
To: Vicki Sandberg
Subject: Names

Good Morning

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Some initial thoughts -
Budget - I think that the school has been "appropriately conservative" in the past few years. There have been some lean times and we were able to weather the storm better than some districts - due to our holdings. The future may hold more problems w/ state and federal budgets shrinking. On the other hand - I do not want to increase our reserves any more than necessary. I want to be utlizing the available funds for the right reasons - students and teachers. If / as the tax base increases - so should our expenditures for the right priorities.

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REVIEW OF INSTRUCTIONAL MATERIALS

Type of material (book, film, pamphlet, etc.):_____

Title of material:_____

Author: _____

Publisher:_____

Your name, address, telephone number:_____

Do you have a child in the school concerned? _____

Complainant also represents others:_____

(organization-name)_____
(other group-identify)_____

To what part of the material do you object? Cite words, page numbers:_____

Why do you object to this material?_____

Are you familiar with the range of materials used in the school system on this topic?_____

Do you approve of presenting a diversity of points of view about this material in the classroom?

Should this be withdrawn from all students? Yes_____ No_____

_____ _____

Signature of Complainant Date

Please give/send this information to: Dr. Vicki Sandberg
Superintendent
Stockton R-1 Schools
Address
PO Box 190 Stockton, MO 65785

Sample motions

1) Should the Absolutely True Diary of a Part Time Indian be allowed in the curriculum of the Stockton High School? Yes or No

2) Should the Absolutely True Diary of a Part Time Indian be allowed in the Stockton School Library? Yes or No -with the understanding that if the book is permitted in the library, there will be a third vote for the book to remain free of restriction or be restricted.

In the event of a 3rd vote the BOE should discuss the idea of what restricted will be. We are not limited to the restriction practice currently in place of having the book be labeled with an orange star. Tom Mickes and Kerry Douglas agrees, that the book can be restricted with checkout only being allowed after a parent signs specifically for that book.

3) Should the Absolutely True Diary of a Part Time Indian be placed under the following restriction _____ at the Stockton School Library? Yes or No

Policy 6114
Policy 6230
Policy 6241
 Regulation 6241
 Form 6241
Policy 6310
 Regulation 6310

Curriculum Services

Curriculum Adoption

All curriculum developed by District staff shall be formally presented to the Board of Education for official approval before classroom implementation.

INSTRUCTIONAL SERVICES

Policy 6230
(Regulation 6230)

Instruction

Textbook Selection and Adoption

The Superintendent/designee will appoint a committee of teachers and administrators to review textbook offerings in specific instructional areas. The committee will submit its report together with its recommendation to the Superintendent. The Superintendent will consider the committee's report and make a recommendation to the Board for final approval.

INSTRUCTIONAL SERVICES

Policy 6241
(Regulation 6241)
(Form 6241)

Instruction

Challenged Materials

The Board has the ultimate responsibility for establishing the curriculum and for purchasing instructional and/or media materials to be used in the District. While the Board recognizes the right of students to free access to the many different types of books and instructional materials, the Board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and the established curriculum.

It is therefore the policy of the Board to require that books and other instructional materials shall be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded on the basis of the writer's racial, nationalistic, political or religious views. Every effort will be made to provide materials that present all points of view concerning international, national and local problems and issues of our times. Books, or other instructional or media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval. The Board will strive to provide stimulating, effective materials that will be appropriate to the community's values and the students' abilities and maturity levels.

Instructional or media materials used in the District's educational program consist of various types of print and nonprint materials. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principles of academic freedom and the freedom to read must be defended, rather than the materials.

If a challenge is made, it should be properly channeled through guidelines and procedures established by the Board.

INSTRUCTIONAL SERVICES

Regulation 6241
(Form 6241)

Instruction

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INSTRUCTIONAL SERVICES **Form 6241**

Instruction

Challenged Materials

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Title of material: _____

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Publisher: _____

Your name, address, telephone number: _____

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(organization-name) _____

(other group-identify) _____

To what part of the material do you object? Cite words, page numbers: _____

Why do you object to this material? _____

Are you familiar with the range of materials used in the school system on this topic? _____

Do you approve of presenting a diversity of points of view about this material in the classroom?

Should this be withdrawn from all students? Yes_____ No_____

_____ _____

Signature of Complainant Date

Please give/send this information to: _____

Superintendent

Address

INSTRUCTIONAL SERVICES **Policy 6310**
(Regulation 6310)

Libraries, Media and Technology Services

School Libraries

The Board believes that it is the responsibility of the District's library/media centers to provide materials which reflect the ideals and beliefs of religious, social, political, historical and ethnic groups, and their contributions to American and world cultures. Materials will be selected which are related to and support the District's curriculum. Selection of and access to library/media materials will be based upon the contribution to the education program and the age appropriateness of the materials.

Intellectual Access

The library/media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library/media program should have access to resources and services free of constraints resulting from artificial barriers. Artificial barriers should not prevent students from accessing and using resources except as defined by District policies and regulations, including but not limited to selection, acquisition and Internet usage policies and regulations.

Confidentiality

The District recognizes the need for confidentiality of school library records. Therefore, no person will release any library record of any student, faculty or other library user to any third party except as provided by law.

INSTRUCTIONAL SERVICES **Regulation 6310**

Library, Media and Technology Services

School Libraries

District library guidelines are based on the American Library Association Library Bill of Rights. School District media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

2. To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

3. To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

4. To provide materials which reflect the ideals and beliefs of religious, social, political, historical, and ethnic groups and their contribution to American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

5. To provide a written statement, approved by the local Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

6. To provide qualified professional personnel to serve teachers and students.

Selection Procedures

Curriculum needs are considered first and foremost in selection of library materials and equipment. The librarian must have a thorough knowledge of the curriculum, the strengths and weaknesses of the current collection, and an understanding of the students' abilities and skills. The librarian can then effectively select materials which will not only meet the instructional objectives, but will be educationally enriching to the student and fully utilized by the teacher.

Knowledge of student interests and capabilities will enable the librarian to select educational and enjoyable materials acceptable to the student for recreational reading. Faculty and students are encouraged to suggest materials to be considered for purchase. The final decision is left to the

librarian (based on the criteria listed below) and with the principal approving the requisition. Materials will be examined upon delivery and will be kept if they fill the need for which they were intended.

Selection Criteria to Consider

1. Importance and Need of Subject Matter
2. Intended Age Level and Comprehensibility
3. Potential User Appeal
4. Quality and Durability
5. Authoritativeness
6. Price

Weeding Procedures

Removing materials from the library that are no longer useful is important in maintaining a collection which is timely, reliable, and inviting. The librarian will examine materials while doing the end of year inventory and during routine day-to-day circulation of materials. Anything meeting the criteria for weeding will be withdrawn from library records and discarded. If it is an item for which there is still a need, a replacement will be purchased; if a purchase is not possible at that time, it shall be added to the Teacher/Student Request List for future consideration.

Criteria for Materials to be Weeded

1. Items which are soiled, damaged, or torn beyond repair.
2. Items which are so outdated that they are useless.
3. Items found to contain unreliable information or information which is no longer true.

Objectionable Materials

Students or parents/guardians who find materials in the library objectionable in any manner may make a formal complaint by obtaining from the Superintendent's office Form 6241 – Review of Instructional Materials. (See also Policy and Regulation 6241 – Challenged Materials.)

This written complaint will be considered by the Superintendent and the librarian in weighing the educational value of that particular book, filmstrip, etc., against the segment found objectionable to the complainant. Contingent with their decision, the material will be returned to the shelf for continued use, or removed from library circulation.

Correspondence to the Board of Education

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Les Miller

PO Box 58

Stockton MO 65785

May 5, 2010

Stockton School Board

PO Box 190

Stockton MO 65785

ATTN: Chad Pyle, President

I just want to thank you and the other 6 board members who voted to ban the book, "The Absolutely True Diary of a Part-time Indian" from the school. I know it hasn't been easy for you or your families' since then but it was the right thing to do and I commend you for standing up for what is right.

Thanks again.

Sincerely,

Les Miller

Les Miller

Dear Stockton School board members,

I am very pleased with your decision to ban the book. From what I understand some of the stuff in there could be considered pornography. I heard some parents say that they weren't told that their students were required to read and discuss this book and therefore had no opportunity to opt out.

I have a very hard time understanding why the teachers would think it is time to put this garbage into young minds. It seems to me that these teachers should be reprimanded or terminated for continuing to speak out against this decision by the board and I question why the administration has ~~allow~~ allowed it drag on. I would consider the boards decision final.

If the teachers really wanted to introduce the students to books to help ~~be~~ prepare them for life maybe they should use the book of Romans, Chapter one, in the Bible. Oh! I forgot! God has been banned from school and replaced with drugs, Guns, violence and pornography.

Again I commend your decision.

Respectfully
Robert Bell
Irene Bell

2

May 6, 2010

Stockton R-1 School
906 South Street
Stockton, MO 65785

Dear Superintendant and School Board:

I'm writing this letter as a parent with children in Stockton schools and as a tax payer. I am completely against the banning of books in our PUBLIC high school.

It is my understanding that teachers are hired for their qualifications & abilities to TEACH. The school board should respect that and allow them to do their jobs.

I also understand as a parent that I have the right to request alternative books for my child's reading assignment if I do not agree with a book that has been selected. With that policy in place and the fact that a list of reading assignment books is given at the beginning of the year for parents to sign, there is plenty of options for parents with concerns for their INDIVIDUAL child without banning a book for EVERY student.

I am against the recent school board decision to ban a book from our high school and request the decision be overturned.

With deep concern,

Tammy Antonopoulos
Stockton, MO

5/10/10
HAND-DELIVERED
TO SUPT./
SCHOOL BOARD

3

May 10, 2015

Stockton School Board Members
P.O. Box 190
Stockton Missouri 65785

We approve the School Board's action for the book "The absolute true Diary of a Part Time Indian."

Thank you for making this stand and your part in protecting our Children's mind.

Sincerely Yours
John H Wollaston Jr.
Karen P. Wollaston

Massachusetts Institute of Technology
77 Massachusetts Ave.
Building NW12-Office 230
Cambridge, MA 02139
May 10, 2010

Mr. Chad Pyle
Stockton School Board of Education
Stockton R-1 School District
PO Box 190
Stockton, MO 65785

Dear Mr. Pyle:

The fight about censorship in schools has just found a new battle ground in our little town. The burden of conscience of how long the fight lasts, how much it escalates, and the number of casualties it claims lay largely in the hands of the Stockton School Board.

Books banned in schools throughout history have included *Adventures of Huckleberry Finn, Lord of the Flies, Of Mice and Men,* and *The Catcher in the Rye.* All of these books are now held in high esteem and on mandatory reading lists in many schools. Likely, *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie is a contemporary book which, after it has stood the test of time, will join this elite rank.

The banning of Alexie's book makes a dangerous step down the path of censorship and book banning. There are thousands of books that are as well written, as thought provoking, as genuine, and more risqué than Alexie's book, and the Stockton School Board has neither the time nor purview to set out to ban all of these books. If this task were undertaken what would we be left with? What would an education at Stockton entail? Only reading what is offensive to none? George Bernard Shaw gave us an answer to where this path leads, "Censorship ends in logical completeness when nobody is allowed to read any books except the books that nobody reads."

Controversial books such as Alexie's are the cornerstone of an education because they teach you to think, to express your opinion, to develop logical arguments, and listen to what others have to say. This is education, and without it the experience of students at Stockton will be degraded and will put these young adults at a disadvantage in the very large and very diverse world they are about to enter. We want our students to be aware of all ideas, regardless of whether some find them offensive, because they will encounter them in the real world, and they need to know what they, as well as other people think. An open and curious mind is the best attribute a student can gain from high school. A great leader of our country who was assassinated for his ideals understood this:

> If this nation is to be wise as well as strong, if we are to achieve our destiny, then we need more new ideas for more wise men reading more good books in more public libraries. These libraries should be open to all—except the censor. We must know all the facts and hear all the alternatives and listen to all the criticisms. Let us welcome controversial books and controversial authors. For the Bill of Rights is the guardian of our security as well as our liberty. – President John F. Kennedy

Education in an environment that bans books is not conducive to fostering an open, wise, and strong mind, and clearly is not aligned with the ideals of our great united states. This idea was affirmed with regard to school libraries by the U.S. Supreme Court in the landmark case *Board of Education, Island Trees Union Free School District No. 26 v. Pico* where the plurality opinion stated, "Local school boards may not remove books from school libraries simply because they dislike the ideas contained in those books and seek by their removal to 'prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.'"

I know that alternate reading is available from the teachers for the minuscule minority of parents who don't want their children exposed to some of these ideas, and this avenue has been used in the past. Therefore, there is no reason to ban the book on their behalf, because their freedoms already have a mechanism for protection, while the education of the rest of the students is being compromised by the small minority.

The book was removed from the library without discussion, due process, and against the recommendation of the reviewing committee. I realize that once the board has reached a public decision, it becomes difficult to modify. However, it would demonstrate both courage and wisdom to reinstate the book into the library and the curriculum. This decision has agitated current students and past graduates going back to at least 1947. End this battle now, not with a white flag of surrender, but with an offering of peace for a unified step of the community towards a better educational system of openness and freedom where discussion is encouraged, thoughts are not censored, but the minority is still protected.

Respectfully,



Bren Phillips
Valedictorian, Stockton High School 2001

May 10, 10

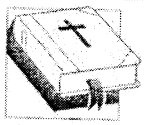
Dear Board,

I am questioning your decesion to band a book from your library on our American heritage.

I am asking you to reconsider this and put the Book back in circulation for your students to read.

Thank You
Sincerely
Carol Bugg

Stockton Assembly of God Church
1505 South Third Road • Stockton, MO 65785
417-276-5402
Rev. Randall R. Hayward, Pastor



May 10, 2010

Stockton School Board
P. O. Box 190
Stockton, MO 65785

Dear Stockton School Board Members,

I am writing in response concerning the recent vote by the board to ban the book "The Absolutely True Diary of a Part-time Indian".

I have read all of the non-support letters in the Cedar County Republican. I want you to know that I am in full support of your decision to ban the book.

I am fully aware that our children and youth are exposed to all sorts of undesirable things in life today. However, I do not feel our school and education system should be part of that downward trend. As a minister, I applaud your decision and urge you to stand firm in this difficult decision that had to be made on behalf of our children.

Sincerely,

Randall R Hayward

Randall Hayward
Senior Pastor

RRH/cb

5-10-10

To: Stockton Schools
School Board Members

Subject: Book: The Absolutely True
Diary of A Part-Time
Indian

I am against this book being an approved volume for our students to check out and read. My opinion is that it has little or no redeemable value to be obtained by young students or anyone else. Please be objective as you discuss and decide this issue.

Sincerely,
Steve Counts
Steve Counts

May 11, 2010

Stockton Schools
School Board
PO Box 190
Stockton, MO 65785

School Board Members:

I appreciate your unanimous vote concerning the disputed book that was taught in our school. Thank you for taking a stand for the kids (that maybe couldn't speak for themselves) who were uncomfortable with the content of the book, open discussions and journaling about the book.

Please be encouraged that you made the right decision. God bless you.

Sincerely,

Candice Millard

Candice Millard

I think the School
board members made
a wise decision
in taking the
book
The Absolute
True Diary of a
Part-Time Indian.
The newest ban

stuff it talks
about, isn't good
for children to
read. I think it
was wise to take it
from being in
school to read.
Nancy Moore

School Board,

We appreciate you listening to parents concerns about books that their children were reading. It is good to know that we have a school board that will work with parents.

Thank you.

Randy & Carla Barnes

Stockton R-I School Board,

Thank you for your commitment to our school district. As a parent, I appreciate what you do for our students. You have a thankless job - I'm so glad we have great people willing to serve our community.

Michelle Wheeler

with gratitude...

Dear School Board Members,

We are writing to thank you for the stand you took to remove the book, "The Absolutely True Diary of a Part-Time Indian" by Sherman Alexie. We support your decision wholeheartedly and appreciate anything you do to protect and uphold the welfare of our children.

With Thanks,
Larry & Kay Wheeler

Just wanted to drop a note and let you know how proud I am to have you all serving on our school board. My prayers have you lifted up continually, and there is not a day that goes by that I don't appreciate what you do so selflessly. Thanks you for putting kids first, and for giving of your time. Continue to seek the Lord in all your decisions... He does not promise an easy road, but He does promise He will carry you through difficult times! Lean on Him! God Bless You All!

David + Stephanie Wheeler

STOCKTON SCHOOL BOARD MEMBERS,

JUST WRITING TO LET YOU KNOW I APPRECIATE THE WORK YOU ARE DOING FOR OUR SCHOOL. I THANK YOU FOR MAKING DECISIONS THAT ARE BEST FOR OUR CHILDREN. KEEP YOUR CHIN UP AND KEEP UP THE GOOD WORK.

GOD BLESS,

JEFF WHEELER

Jeff Wheeler

To Whom it may concern,

I am writing to voice my thoughts regarding recent Book ban. My husband and I wholeheartly support the boards decision to pull this book from the shelf. I am so proud of Dan Millard for standing up to what is right. Please continue to put the intrest of the children first.

Thank you,

Alicia McCullick

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To the Stockton R1 School Board,

Thank you for the protection and concern you have shown toward our kids in the Stockton R1 School District by banning the book, "The Absolutely True Diary of a Part-Time Indian" by Serman Alexie. With the world pushing sex, offensive language, etc... via television, music, and sadly their own homes, our students need to know a sense of boundaries.

There is such a lack of respect from the young people today, and after hearing how some of the teachers and some parents reacted to the decision of the board, I now know where some may have learned it. If their own teachers can't accept such a decision from the board with respect, then how or why would those teachers even expect to be shown respect by their students? The teachers involved in the protesting of the boards' decision, owe the board and Mr. Millard an apology. Their show of disrespect will not hinder me or my husband from taking a stand for our values and the morals we teach to our children daily. It is unacceptable to me the unkind manner in which some of the teachers treated Mr. Millard, a tax paying citizen who is a parent of children that attend the Stockton School District along with our children. We love our children and we will take a stand to protect them when needed.

My husband and I respect your discussion and agree that the book was inappropriate for our students. Thank you for your loyalty to our school despite the lack of respect you may have been shown by some teachers, the Cedar County Republican, and whomever else have no respect for you and yet have never been in your shoes or ever care to be. You are appreciated by more than you know.

Respectfully Yours,

Dr. Jeremy and Carla Thornton

Debi Miller

PO Box 58

Stockton MO 65785

May 5, 2010

Stockton School Board

ATTN: Chad Pyle, President

PO Box 190

Stockton MO 65785

Dear School Board and Administration:

I am writing regarding the book: "The Absolutely True Diary of a Part-time Indian". I want to start with thanking you all for the 7-0 vote to remove it from the school. I have an idea of the "heat" that you (and your families) have had to take since that time. Dan Millard is my son-in-law and I have been supportive of his action in this matter, knowing it may someday affect my grandchildren. I am very glad you were united in your vote and have continued to stand strong in your decision.

I know this situation has been quite shocking to a lot of people that I have talked to: first of all, because a book with this content got brought into the school in the first place. And secondly because four English teachers were trusted by a lot of parents (many of whom believed the teachers would do what was right for their students) and now, many of those parents see that their trust was misplaced.

According to what I have read: Missouri law: Statute 573.010 (definitions) and Statute 573.040 entitled: "Furnishing Pornographic Materials to Minors", if an adult man or woman "furnishes" this kind of "sexually explicit" literature to a minor (anyone under the age of 18), he or she could probably be charged with "sexual misconduct" or at the very least "sexual harassment". I looked up the definition of

pornography in Webster's Dictionary: ***Pornography:*** *"'sexually explicit material' films, magazines, writings, photographs, or other materials that are sexually explicit and intended to cause sexual arousal."* I believe this book fits that description.

Will anything be done to these teachers? I realize that two of the teachers won't be returning next year, however, it is likely that two tenured teachers will return. If the "blog" in the newspaper and what students say is still coming from these teachers (in the classrooms) is any indication; they have not given up the fight to bring the book back. There have been remarks in the newspaper and the classroom about how "ignorant and intolerant" people are if they don't agree with these teachers' viewpoint. This attitude from teachers disregards and disrespects the board's and the parents' authority.

I guess my question is: "How did they get so much power?" And: "Why do they have no fear of reprimand for their actions?" Then again, I have to come back to the issue of the laws that protect teachers and ask: "Doesn't there need to be some protection in place for students and parents and school boards and school administrations and not just teachers?"

Your actions have given us hope, that some of their power has been taken away. I'm very thankful that men of courage and good moral character are serving on our school board. If you need us (those who support you) to do anything further, let us know. There are many, many people who support you in this community. You may not have heard from a lot of them, but I am encouraging the ones I know to write you a letter. Another high school teacher said (to me) that she hoped that all the high school teachers we not being judged by the actions of these four and that a very large percent (she was guessing around 80%) of the other teachers were glad the book was taken out of the school.

I quit reading the comments in the paper a couple of days after the first story was published. The comment in the "blog" about the "suicide victim" was beyond cruel and that is when I decided "enough is enough". Most of the comments seemed to be written by a few people who didn't have all the facts.

There are a lot more people cheering you on than you think. God Bless!

Sincerely,

Debi Miller

Debi Miller

Dr. Vicki Sandberg
Superintendent. Stockton R-I School District
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: **Stockton School Board Letter**

Dear Dr. Sandberg,

Enclosed please find a letter that I ask you give to the Board members. Thank you for your attention to this matter.

Very truly yours,

Kimberly Hammons

May 11, 2010

Stockton School Board
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: ***The Absolutely True Diary of a Part Time Indian,* by Sherman Alexei**

Dear Board Members,

I am writing this letter as a follow-up to the letter you received concerning the book "The Absolute True Diary of a Part-Time Indian". As I stated in my letter, I am very concerned about the process in which the book was banned. It is my hope that the board will reconsider their vote and have an open and honest discussion concerning the merits of the book involving both sides. But first I would like to address the concerns I have about the process with which the book was banned.

Our country was founded on the principle of freedom of speech. Our ancestors left English shores to find a way of life where everyone can live equally and have a say in how their country should operate. We have soldiers who have put theirs lives on the line defending our constitution. The First Amendment of the Constitution clearly states: Congress shall make no law respecting an establishment of religion, or *prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.* The italics highlight every citizen's right to come before a governing board and express their opinions. All of you are elected officials, elected to serve everyone in the community not just a few. What I saw at the April meeting was a gross negligence of that freedom.

No input was asked of the teachers from the English department, no questions were asked of the committee members or was there any discussion concerning their recommendations.

Instructional Services Regulation 6241, Instruction, Challenged Materials:

5. The Superintendent of Schools shall, within fifteen (15) days of receipt of the written request, appoint a review committee of nine people. The committee shall consist of the administrator of the building involved, three teachers, a member of the Board of Education, and four lay persons. The administrator shall serve as secretary.

6. The classroom teachers appointed shall be represented by the grade level or subject area where the media is used, another grade level or subject area, and a librarian.

These are the rules that govern procedures for banning a book set by your board and they were not followed.

When the vote was called, no discussion was called for, which is against the rules for Roberts Rules of Order to be conducted at any meetings. The whole process gave the impression that every board member there had already made up their minds about how they were going to vote. This in itself is a little questionable concerning the fact the two members were just voted in as members.

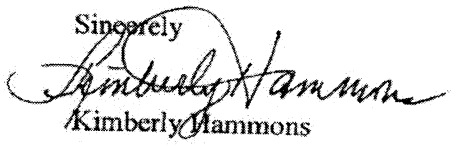
The last concern I have was the fact that at the time of the vote only two of the seven members had actually read the book. I find that simply frightening. That members of a school board, elected to govern, would make such a profound decision and not even read the book. That some of you have read the book since doesn't matter, at the time of the vote you did not read the book. Many a student if they had not competed or read their assignment would find themselves paying a cost. The cost here was the fact that a book was banned and students denied the chance to be taught the book. To add insult to injury, when I asked board members what they based their decision on many said that they received two phone calls from people that wanted the book banned. I do not have a problem with the fact these people were able to express their opinion, in fact that is their right; but I do have a problem that their opinions were the only ones asked, heard, or listen to.

Now I find that our superintendent of our schools is recommending to the school board not to address this issue for another six months. I can not help but think that

this board is somehow hoping that by prolonging the discussion they have hopes that this issue will go away. I am letting you know, that I feel very strongly concerning this issue that I will do everything in my power to not let it go; even if it means seeking legal recourse. Lastly and even more appalling is the email that one of our English teachers received from a school administrator. In it they stated that the journalism class was not to put any information of the book banning in the year book. Wow, talk about violating our freedom of speech. This was and is a big issue for the graduating class and not to have it in their yearbook to reflect on in the coming years is shameful.

It is my hope that as a governing board, you will follow our First Amendments rights and revisit this issue, have an open and honest discussion allowing both sides to express their concerns about the book "The Absolutely True Diary of a Part-Time Indian".

Sincerely



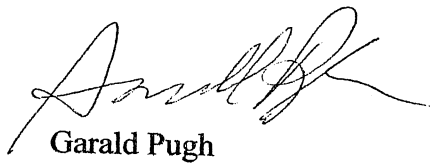
Kimberly Hammons

May 13, 2010

Dear Stockton School Board,

I want to express my deep appreciation and genuine admiration for your recent action regarding the book "The Absolutely True Diary of a Part-Time Indian." We are certainly blessed to have a School Board that will stand in protection of our children and young people and not be bent by vocal critics.

With Deep Regard



Garald Pugh

May 13, 2010

School Board & Superintendent

In an era when so many leadership critics are attempting to do what is "politically correct" even to the disregard of special young lives, I applaud your recent action regarding "The Absolutely True Diary of a Part-Time Indian." As a mother, grandmother and worker among children and youth, I have a deep concern about things that adversely affect children and teens.

Let me say I'm proud of a School Board that is not easily intimidated and is willing to take a stand.

You are a Blessing,

Cara Pugh

Cara Pugh

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CHERYL Y. MARCUM, M.ED.
20340 South Highway H Stockton, MO 65785
(417) 276-2501 ★ cymarcum@windstream.net

May 13, 2010

Stockton R-1 Board of Education
906 South Street
P.O. Box 190
Stockton, MO 65785

Subject: Banned Book, "The Absolutely True Diary of a Part-Time Indian," Sherman Alexie

To: Elected members of the Stockton R-1 Board of Education

Chad Pyle, President	Rod Shipley, Secretary	Gus Rutledge, Member	Doug Haines, Member
Dean Pate, Vice President	Ken Spurgeon, Member	Rod Tucker, Member	

Gentlemen:

I requested time on the May 18 agenda to tell you in person how indignant I am with your recent unanimous decision to ban "The Absolute True Diary of a Part-Time Indian," by Sherman Alexie. Dr. Sandberg rejected my request because, she said you—apparently with her concurrence—decided to restrict this "hot" issue from the agenda for six months. She suggested I submit my concerns to you in writing; hence, this letter.

As a taxpayer and education proponent, I am dissatisfied with your performance on two levels: the apparent procedure you followed and your apparent assessment of the book content with little or no regard for parents' rights to request alternative reading material.

1. **Procedure.** I read the statement Mr. Millard delivered to the communication arts teachers, the March board minutes online and the three page Instructional Services Policy/Regulation 6241, dated May 1999, regarding challenged materials, provided by Dr. Sandberg during an impromptu May 11 meeting on this subject. I expect the April Board of Education meeting minutes will be posted on the Stockton School Web site. It is important that they include a summary of the board members' discussion of how to resolve the challenge and the manner in which the vote was taken.

 Dr. Sandberg confirmed you did not consult the language arts teachers, our local experts on communications curriculum and First Amendment issues, before voting. According to a report on page 3A of the May 12, 2010, *Cedar County Republican*, at least four of you voted to ban the book without even reading it. According to other published reports, it appears you made the decision to ban in violation of Missouri's Sunshine Law. Based on the information currently available to me, it appears you acted in haste and without considered thought.

 Your decision to refuse to schedule public comment on a board meeting agenda for six months is irresponsible and inconsistent with everything we expect our coaches and teachers to instill in our young people about effective conflict resolution.

 As my elected representatives, I would like you to take the opportunity clarify exactly how the decision to ban this book came about. I request you provide the following information to me in writing, or post

via email 24

it on the Stockton School and *Cedar County Republican* Web sites so that everyone can read the full and true account.

a. A copy of the challenge form submitted by Dan Millard.
b. The criteria you considered in responding to Mr. Millard's challenge.
c. The steps you took, including dates, to gather background information about both sides of the issue—including consultations with the school administration—to inform yourselves collectively about how to respond to such an unfamiliar and potentially controversial challenge.
d. The names of the board members who read and did not read the book prior to voting to ban it.

2. **Book content.** I am an avid book reader; however, I have not read a young adult book in about 40 years. I would have never seen or considered reading this book had you not banned it from our school. In other words, the title, cover and general appearance don't attract me. I started reading it to understand why someone would object to it so fiercely that they could persuade seven elected officials to ban it unhindered by the school administration. I began recording the page number with every word I thought some might find objectionable. After about 20 pages, it was difficult to notice the suspicious words I was seeking to identify because the story quickly became so compelling. It was fueled by the rough, inoffensive language which added color, depth, place and culture to the story; the story wouldn't be the same without that language. My list of suspicious words was soon overtaken by a list of stimulating ideas related to the extraordinary similarities between growing up on the isolated Indian reservation and growing up in rural Cedar County. In a very emotional passage on page 42, Mr. P confessed to Junior that not only had all of the children in the reservation school given up on themselves, but "All your friends. All the bullies. And their mothers and fathers have given up, too. And their grandparents gave up and their grandparents before them. And me and every other teacher here." Mr. P encouraged and challenged Junior to make something of his life, "You can't give up." What rich material from which our excellent communication arts teachers could inspire teenage students to explore and write about their thoughts, fears and hopes for a brighter future. Banning this book from our high school classrooms is a travesty.

 I am genuinely interested in understanding how you thought about the content because your decision to ban the book is so unreasonable to me. If Mr. Millard had a high school child who was reading this book, he, like every other parent, has the option to request alternative reading materials. What was it that propelled you to vote unanimously to take the most extreme action and ban it?

 The community is rightly agitated now because of your extreme book banning decision, so I urge you to think carefully about how to proceed. You represent all of us, not just those who think like Mr. Millard. To help bring the community together, you might consider inviting our award-winning communication arts teachers to lead a discussion of the content for all people in the community who are interested and willing to read it. I will personally encourage everyone I know to read this great book and talk about it! And, I encourage you to reverse your decision.

Thank you for weighing my concerns and for providing the information requested.

Sincerely,

Cheryl Y. Marcum
Cedar County Native
Stockton High School Class of 1971

May 14, 2010

Dr. Vicki Sandberg
Superintendent, R-I School District
P.O. Box 190
Stockton, MO 65785

Subject: Letter Addressed to the Stockton Board of Educaton

Dear Dr. Sandberg,

I've enclosed a letter that I appreciate you placing in the Board of Education packets for the May 18th board meeting. Thank you.

Respectfully yours,

Mitchell S. Ross
Colonel, USA (retired)

via email 25

May 13, 2010

Stockton Board of Education
P.O. Box 190
906 South Street
Stockton, MO 65785

Subject: The Banning of The Absolutely True Diary of a Part Time Indian

Stockton Board of Education Members,

I am writing to express my grave concern about the your decision to ban the book, The Absolutely True Diary of a Part-Time Indian by Sherman Alexie. I understand the board was persuaded by a parent who objected to the book on moral grounds.

I support parents' rights to make choices for their own children but, no matter how well-intentioned, I absolutely do not accept any request to establish moral imperatives for the whole student body without public due process. Parents do not have the right to impose their views on the curriculum to reflect their moral preferences unless the Stockton Board of Education intends to tailor a curriculum for each student based on their discontent with our educators' choice of subject matter. Unlikely and ludicrous.

Attempts to eliminate everything objectionable dilutes learning to an ineffectual rote process. Education is most potent when it includes debate, conflict resolution and critical thinking. If the board expects young adults who can think for themselves after graduation, it is imperative that the curriculum include books that present moral questions and real world conflicts. Sherman Alexie's book does exactly that.

I urge the board to support the professional judgment of the faculty and the rights of students to access a broad range of materials and ideas. By offering the opportunity to request an alternative assignment, the faculty has adequately addressed the concerns of those who wish to limit their exposure to diverse ideas without infringing the rights of those who are eager for a more inclusive education.

As a veteran with over 28 years of military service, my oath to defend the Constitution left no room for compromise. To ignore the First Amendment in an educational establishment is repugnant to me even if I may find the selected text objectionable. If the board chooses the slippery slope of supporting constitutional freedoms only when convenient, then why can not the same community question my freedom of religion, speech, assembly and my right to bear arms?

In a society considered to be to the world's melting pot, it is inevitable that the morals of one person will collide with another. But, no one has the right to manipulate the First Amendment to suit their morality at the expense of another's right to read. Only a despotic society resorts to banning award winning literature. I urge the board to reconsider its decision to ban the book.

Likewise, the restriction on comments in the high school yearbook regarding this issue is totally inappropriate. To me, this is a veiled attempt to cover guilt. I'm sure the board realizes that intelligent students recognize this for what it is. I urge the board to allow the students the freedom and dignity to

comment as they see fit. The same First Amendment freedoms apply to the yearbook committee and you will gain the respect of grateful students.

Finally, consider the educational opportunity you have by correcting this wrong. The board, by addressing this issued openly and without bias, can demonstrate to the students that opinions and morals of citizens can clash with others in a constitutional democracy – it is even expected. You can teach the student body the significance of our freedoms, respect for one another's moral choices, the value of open debate and the importance of a diverse education. Expediently, not six months from now, lift the ban on Sherman Alexie's book and treat the students as the young adults they are. We owe the students no less.

Respectfully yours,

Mitchell S. Ross
Colonel, USA (retired)

Angela K. Drake
P.O.Box 929
Stockton, Missouri 65785

May 14, 2010

Dr. Vicki Sandberg
Superintendent. Stockton R-I School District
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: **Stockton School Board Letter**

Dear Dr. Sandberg,

Enclosed please find a letter that I ask you put in the Board packets. Thank you for your attention to this matter.

Very truly yours,

Angela K. Drake

AKD:jmp

Angela K. Drake
P.O.Box 929
Stockton, Missouri 65785

May 14, 2010

Stockton School Board
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: ***The Absolutely True Diary of a Part Time Indian,* by Sherman Alexie**

Dear Board Members,

I write with respect to the Board's recent book banning of *The Absolutely True Diary of a Part Time Indian,* by Sherman Alexie. I write to express my concern about the process in which the book was banned. Specifically, as I review the complaint form, which is lacking in key respects, I note that the challenger suggests the book be withdrawn from students, "unless a parent approves it." My understanding of the situation is that parental permission was secured in at least two of the classes in which the book was taught. Accordingly, I do not understand why the challenge was even considered.

Moreover, I am troubled that the Board did not follow the recommendation of the committee or even discuss the recommendation of the committee in its April Board meeting. It is my understanding several board members had not even read the book before they voted.

As a public body, all matters acted upon by the School Board must be held in open session under the Sunshine Law, unless closed upon motion by a Board member. There are very specific limitations as to the matters that may be taken up in a closed session, and I do not think book banning is one. If the book was discussed in a forum outside of a Board meeting by the Board, a violation of the Sunshine Law occurred.

In any event, from what Dr. Sandberg told me in our brief meeting, apparently the book was on the agenda, there was a motion, a second, and a vote. She did not relay to me that there was any discussion, nor did she recall if any discussion was specifically called for.

I feel very strongly that before the Board bans a book and impinges on the First Amendment Rights of its students, there should be a considered and thoughtful discussion about the matter which includes all of the differing viewpoints. I realize that some of the Board members are new. Perhaps these Board members have not yet had training on how to function on a school board. I realize that many of the Board members may not have specific legal background with respect to First Amendment issues as they apply in the public school system.

I am sure the Board's legal counsel can provide a thorough analysis of the matter to the Board, but I do want to highlight the case of *Board of Education v. Pico*, 457 U.S. 853 (1982). In this case, the Supreme Court held that a book banning was improper. Interestingly, *Pico* involved a situation in which the evidence established the board had disregarded its committee's recommendations, and removed the books according to an irregular and ad hoc procedure.

The availability of a library in a school is obviously important to a student. I have learned in my recent research into this area that library resources enjoy a heightened protection under the First Amendment, as compared with curricular materials. It is also my understanding school boards do not have an absolute and unqualified right to remove a book from a school library. The discretion of the board must be measured by important First Amendment contours. It is unconstitutional for a school board to remove a book to deny students access to objectionable ideas contained in a book, or to remove a book simply because certain board members do not like it.

Where a board is not even familiar with the book before they ban it, it is likely that there is an improper and unconstitutional motive in banning the book. *See, Campbell v. St. Tammany Parish School Board*, 64 F.3d 184 (5th Cir. 1995). Again, I am extremely concerned that there was no thoughtful, consistent or appropriate explanation for the Board's action in banning the book.

I am also troubled with Dr. Sandberg's suggestion that the book banning will not be put on the agenda in May or in June or, if the Board follows her recommendation, for the following six months. I do not understand why ignoring the issue helps the situation. Indeed, it seems to me that if this issue would have been fully aired, there would not be the divisiveness in the community which now exists.

I am also concerned that the yearbook staff has been directed to refrain from any mention of "this incident" in the yearbook. This is plainly an effort to limit freedom of speech, and heavy handed, at a minimum. It suggests to me that the Board and Administration is embarrassed by the handling of the matter. I would ask that the Board direct that a supplement to the 2009-2010 yearbook be created which addresses this situation in full.

I respect the people who agree to serve on the School Board. I trust the School Board wants to do the right thing, in a constitutional manner. I hope that this Board also respects my opinion as a parent, as a member of the community, and as an attorney. If not, I urge the Board to contact their own attorney, and confer with other parents and community members to ensure the full spectrum of opinions on the book, and the Board's process, are at least heard.

I respectfully request the following items:

1. A copy of the certified minutes from the March 2010 and April 2010 Board meetings;

2. The contact information for the attorney advising the Board;

3. A copy of all policies and procedures relating to the removal of materials from curriculum and/or the library;

4. A copy of all policies and procedures regarding the setting of Board agendas, and the accommodation for public comment;

5. A commitment to put this matter back on the agenda in the nearest possible time frame; and

6. An explanation, in writing, as to why the Board thought it was appropriate to ban the book, along with identification of which members of the Board read the book *prior* to the banning and which did not.

I urge the Board to consider less restrictive measures than banning to deal with any legitimate concerns the Board may have. The book is a National Book Award winner. I have now read it. Whether I like it or not does not matter [although I did like it and found it less explicit than both prime time TV and the Bible.] The point is the book has won countless awards from respected authorities, was in the curriculum, and was authorized to be taught by parents in at least two classes. The committee formed to analyze the book did not recommend banning.

The process which the Board undertook in banning the book is disconcerting. I must respectfully state that I believe the process was flawed. The Board's action is incompatible with what we teach our children about the First Amendment, and does not comport with the careful board governance and responsibilities of public office which I am sure the Board members strive to achieve.

I look forward to hearing from you.

Very truly yours,

Angela K. Drake

AKD:jmp

Stockton R-1 School Board,

Just to let you know that your 7-0 vote is appreciate by many.

Mary Jane Mill

STOCKTON R-1 SCHOOL BOARD,

YOUR 7-0 VOTE GAVE ME A GOOD FEELING, ALMOST THE SAME I GET WHEN THE NATIONAL ANTHEM IS PLAYED.

THANKS AGAIN.

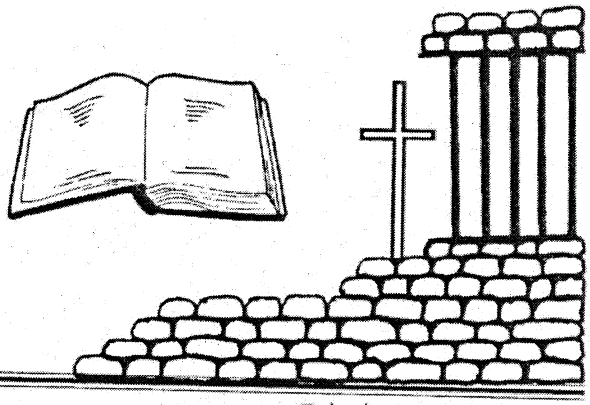
Ronnie Miller

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And that Rock was Christ . . . I Cor. 10:4

5-17-10

Dear School Board,

I am writing on behalf of your decision to ban a certain book from the school library. I fully agree with your decision. We must maintain a certain level of moral attitude within our school system.

I deal with inmates all across the state of Missouri and in adjoining states as well. Many of them are there because they had no moral fiber with which to make decisions. Whether we like it or not much of that moral fiber is gained through our educational systems as well as church.

Just remember "right is right even if everybody is wrong." Stand by your standard regardless of how the winds blow!

Randall Hayward
Executive Director

. . . I was in prison, and ye came unto me. Matthew 25:36
A member of Coalition Prison Evangelists, Charlotte, North Carolina

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June 3, 2010

Stockton School Board
Stockton Public School
Stockton, MO

Dear Sirs; (Have you ever had a woman on the board?)

Some of us in the Stockton school district don't want your book banning decision to just fade away. We feel that it is too important an issue and has too many implications to just let it drop and business go on as usual.

In my opinion, and also of several others, the success of Kim Jasper's students over the years is a strong testimony to her ability as a teacher. Because of her being able to challenge students to expand their world of reading and to express themselves through writing, I would consider her to be one of the best language arts teachers around.

If Kim Jasper had been an athletic coach, and if her teams had won all the honors,awards,and scholarships that her classes have won, you would be bragging her up to high heaven. You might even be holding a fund raiser to buy something for the athletic department! But instead of recognizing all that her students have accomplished and complimenting her on a job well done, you have chosen to spit in her eye by over ruling a professional decision that she made to use an award winning novel in one of her classes. Then you added insult to injury by refusing to allow her to defend her choice of the book before you as a board of education!

I'm not so sure but what you may have stepped over the legal line with this last decision. At the very least, in my opinion, it was rude,mean spirited and unprofessional. In the words of old Ben Franklin, "One Mend-fault is worth two Find-faults, But one Find-fault is better than two Make-faults."

Sincerely yours,

Jack Roy

Jack Roy, Ed.D.
1004 N. St. Hwy. 215
Dadeville, MO 65635

cc. Cedar County Republican

June 13, 2010

Stockton School Board
P.O. Box 190
906 South Street
Stockton, MO 65785

RE: The Absolutely True Diary of a Part Time Indian, by Sherman Alexie

Dear Members of the Board:

We look forward to your next meeting when hopefully you will take time to hear from the proud supporters of the Stockton R-1 School and from many citizens of Stockton who wish to express their opinions and feelings about your decision to ban the book "The Absolutely True Diary of a Part Time Indian" by Sherman Alexie. We understand that your decision for banning the book was made very swiftly and that you may have acted without having seriously studied the contents of the book. Certainly a decision to ban any book should require a thorough knowledge of the contents of that book and require a recommendation by highly learned and professional people that the book be banned.

Certainly, we believe that, as individuals, each of you wants to serve our school in the very best interest of all the students. We very much appreciate and thank you for all the time that you spend trying to do what is right. We believe however, that to do what is right, one must consider the pros and cons and recognize the ramifications from banning any book, especially when we know that the book has been recommended by many professionals who serve in the field of education.

For the best interests of the students of Stockton R-1 Schools, we respectfully urge that you reverse your decision to ban the book so that all students, parents and friends will once again believe that our school is a shining example of what a good school should be.

Sincerely,

Dwain Hammons Donna Hammons

Missouri State
UNIVERSITY

29 July 2010

Chad Pyle, School Board President
Stockton R-1 School District School Board
906 South Street
PO Box 190
Stockton, MO 65785

Dear Mr. Chad Pyle and Other Members of the Stockton R-1 District School Board,

As members of the English Department at Missouri State, we write to support the return of Sherman Alexie's novel *The Absolutely True Diary of a Part-Time Indian* to the Stockton High School Library. We also find Alexie's novel appropriate for a carefully considered curriculum suitable for students in Grades 9 – 12. We understand that others have weighed in on the legal matters of removing a book from a library or a curriculum. We wish to speak to the literary and educational value of Alexie's novel.

Dr. Jane Hoogestraat, a Professor in English, has read and reviewed Alexie's novel *The Absolutely True Diary of a Part-Time Indian* and offers the following report:

> In this novel, Sherman Alexie narrates the story of his main character--Arnold Spirit, Jr.—a Native American young man born with encephalitis, and relentlessly bullied for his disabilities. When Arnold chooses to transfer to an all-white school twenty-two miles away from his home because he seeks a better education, the bullying by other students, and in one case a parent, only worsens. While the bullying characters do use strong language, Alexie makes very clear in the immediate context that the characters are in the wrong and that their actions and their speech are despicable.
>
> I could almost predict which are the relatively few passages from the novel that are being quoted out of their context as objectionable. In cases such as this one, what often happens is that a relatively small list of passages (supplied either by an individual or by an external political group) are distributed as representative of the overall novel. *I wish to assure the Board that Alexie's primary purpose in the novel is not to engage in vulgarity for its own sake, to present prurient or pornographic material, or in any way to foster discrimination.*
>
> *Instead, Alexie's novel stands as a literary representation with a strong anti-bullying message, and the strongest anti-alcohol message I have ever encountered in literature.* The anti-alcohol message in particular is couched in terms where it might register with students in Grades 9 – 12. That is not a small point, and one I presume would be very much in keeping with community standards in Stockton.
>
> In addition, Alexie uses humor and irony throughout the novel to convey important information about cross-cultural understanding between Native American people and White Americans. I finished reading the novel with a strong sense that Alexie

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succeeded in his goals of providing such understanding, and I close by quoting a passage from near the end of the novel. Alexie's main character, Arnold, has just returned to his all white high school after a funeral for his sister, who died tragically from alcohol poisoning:

> I walked through the snow for a few miles until a white BIA worker picked me up and delivered me to the front door.
>
> I walked inside, into the crowded hallways, and all sorts of boys and girls, and teachers, came up and hugged me and slapped my shoulder and give me little punches in the belly.
>
> They were worried for me. They wanted to help me with my pain
>
> I was important to them.
>
> I mattered.
>
> Wow.
>
> All of these white kids and teachers, who were so suspicious of me when I first arrived, had learned to care about me. Maybe some of them even loved me. And I'd been so suspicious of them. And now I cared about a lot of them. And loved a few of them. (212-213)

That passage, late in the novel, summarizes the central idea of the entire book. Re-reading the passage as I typed it, I found it extremely moving and full of educational value for both students and adults.

Again, as members of the English Department, we endorse Dr. Hoogestraat's report. We recommend that the novel be returned to the library and support its being included in appropriate curriculum. Please do not hesitate to contact any of one of us if we might be of assistance in any way.

Respectfully,

Dr. Jane Hoogestraat, Professor of English
Ms. Carolyn Hembree, Instructor of English
Dr. Marianthe Karanikis, Assoc. Professor of English
Ms. Magdalena Berry, Instructor of English
Dr. W. D. Blackmon, English Department Chair
Mr. John R. Turner, Instructor of English
Dr. Marcus Cafagna, Assoc. Professor of English
Dr. Matthew Calihman, Asst. Professor of English
Dr. Lanya Lamouria, Asst. Professor of English
Dr. Keri Franklin, Asst. Professor of English
Dr. Etta Madden, Professor of English
Dr. Kris Sutliff, Assistant English Department Chair
Dr. Judith John, Professor of English
Dr. Clark Closser, Professor of English

Ms. Mara Cohen-Ioannides, Instructor of English
Ms. Tracy Dalton, Instructor of English
Dr. Shannon Wooden, Asst. Professor of English
Ms. Virginia Scott Hendrickson, Instructor of English
Dr. Margaret Weaver, Professor of English
Dr. Lyn Gattis, Asst. Professor of English

cc: Shannon Snow, Superintendent of Stockton High School
Kim Chism Jasper, Language Arts Department, Stockton High School

From: "Glen Cox" <gcox@lamar.k12.mo.us>
To: <Ssnow@stockton.k12.mo.us>
Date: Wednesday - August 4, 2010 11:45 AM
Subject: letter to school board

Dear Ms. Snow
As a parent, educator and spouse of a stockton educator, I am against the book by Sherman Alexie and support the decision made by the Stockton School Board to ban this book.
I will be unable to attend the August 18th meeting due to contractual obligations/football practice, however I wish for the school board to be aware of my thoughts. Could you please pass attached letter on to each board member.
For the Kids,

Glen Cox

Glen Cox
Lamar High School
Special Education
Varsity Assistant Football Coach

Dear Stockton R- I school board;

I apologize that due to contractual obligations to Lamar High School (football practice) I will be unable to attend the August 18th school board meeting, but would like to voice my concerns regarding the book by Sherman Alexie.

As the father of a student and future student in addition to the spouse of a fifth grade teacher at Stockton Middle School and an educator and coach I am writing to express my desire for you to uphold your decision to ban the book written by Sherman Alexie, as it has no place in a school curriculum nor in a school library.

I have taken the time to try to read this novel, however after a few pages I determined that this book due to mainly the LANGUAGE is one that I would not have a lot of interest in, WOULD NOT WANT MY KIDS TO READ, let alone does it belong in the school setting. I will be honest, some of the words in this book I did not hear let alone understand until I was in a locker room preparing for football practice in college. As a society we fight the media and so forth to try to teach kids proper language and etiquette and this book does not help us in this fight to teach children the right words to use.

A lot of people try to twist this to say that the school is taking the students' rights away from them by not allowing this book on campus. They ignore the fact that the board is not against the good story of this book of a young man making something out of himself; it is the LANGUAGE AND TERMINOLOGY that make this book inappropriate for the school setting. The board has done nothing wrong, all the board has done is try to protect the values of our town and community that we desire to pass on to our kids. Rod and Dean, would you want either one of your wonderful daughters to hear some of the language that is mentioned in this book let alone read it firsthand.

I wanted to read this book to affirm my desire against this book so I looked at the Library at Lamar High School and they did not have the book in the library, I looked in the Library at Bolivar High School and you know they did not have the book either and the librarian just kind of laughed when I mentioned it at the idea of the book being in the library. Therefore my conclusion is that the Stockton R-I

school district is not the only district to disallow this book on campus; ours has just grown from a mole hill into the Grand Canyon. This growth has been fueled by negative comments by members of the Stockton R-I faculty especially in the newspaper. It bothers me that there are teachers at the school where my children attend and my wonderful wife Sarah proudly serves that publicly make negative comments regarding their school board, and are insubordinate in their comments and what is in the paper. What kind of message are we sending to our children who we work hard to teach to respect authority, respect your boss, and respect your elders, but these staff members can make negative comments in the press?

Again members of the Stockton R-1 school board we proudly support your decision to ban this book by Sherman Alexie, and ask you to uphold your decision. The job of anyone in public education is to make decisions in the best interest of the children they serve, this decision was made in the best interest of the students of our community and I ask you to uphold this decision in the best interest of the students and kids of Stockton.

For the Kids,

Glen Cox II

Answers to questions of the Stockton School Board of the committee

As a community member I would like to give my answers.

1 This book has no place in public education, nor on the grounds or anywhere of a school. Yes it has a great story however the language does not set a very good example for students and I do not want my children to read, hear or know of this language.

2. Yes there is language that makes this book inappropriate.

3. The use of language and words that I do not wish to write or repeat ("boner") and it is inappropriate. Children have to be 17 to get into an R rated movie, right, well if these words were in a movie, it would be r rated. In the words of Tony Armstrong- "NUFF SAID"

From: Jim Roller <rollerji@duckcreektech.com>
To: "ssnow@stockton.k12.mo.us" <ssnow@stockton.k12.mo.us>
Date: Monday - August 9, 2010 11:21 PM
Subject: Stockton Board of Education

Dear Stockton Board of Education,

We want to thank you for your recent stand in regard to the book The Absolutely True Diary of a Part-Time Indian. Though we have not read the book in its entirety, we have read excerpts and feel it is inappropriate material for the classroom. Teachers and administrators would not condone students using the explicit language and obscenities in their classrooms that are found throughout the book, and, therefore, should not endorse such things through their curriculum. Although it is good to challenge the mind, high school students are extremely impressionable and are greatly influenced through literature. Even though they are exposed to vulgar language and behavior every day in the halls and locker rooms at school, the standard is certainly lowered when those things are being promoted by the teachers they respect.

Maintaining a standard of excellence and high character at Stockton R-1 Schools should continue to be a high priority. Without standards, we fear that an "anything goes" mentality will become the norm. Will this lead to the acceptance of even more graphic and explicit images through literature in the classroom?

Thank you for continually striving to do what is best for the school and its students. We appreciate your leadership and service to our school and community.

Respectfully,
Jim & Renée Roller

From: <jrummel@windstream.net>
To: <Ssnow@stockton.k12.mo.us>
Date: Monday - August 9, 2010 8:37 PM
Subject: Letter to Stockton R-1 Board of Education.

August 9, 2010

Stockton R-1 Board of Education
P.O. Box 190
Stockton, MO 65785

TO: All members of the Stockton R-1 Board of Education
FROM: John Rummel
SUBJECT: Decision to Remove Book from School Library

I have been employed by this district for 24 years as an educator. I feel that my job as an educator extends beyond the normal curriculum taught in a classroom. I spend more time with some of these students than their parents do and as such become somewhat of a surrogate parent to them. I do my best to model the morals and values that are held near to our community.

I not only agree with the decision of the Stockton R-1 Board to remove the book, "The Absolutely True Diary of a Part-Time American Indian", from the Stockton School curriculum and the Stockton R-1 Library, I applaud your courage to face the onslaught of unfounded mean spirited attacks on your action.

I have read the book and found it to contain pervasively vulgar language. According to my understanding of the Supreme Court decision of Board of Education v. Pico .457 U.S. 853(1982), is one of the reasons in which a board of education can remove a book from a school library. In this case it is stated that, "why must vulgarity be pervasive to be offensive?" This case also states, "In most public schools in the United States the parents have a large voice in running the school. Through participation in the election of school board members, the parents influence, if not control, the direction of their children's education." The decision further states, " A school board reflects its constituency in a very real sense and thus could not long exercise the unchecked discretion in its choice to acquire or remove books. If the parents disagree with the educational decisions of the school board, they can take steps to remove the board members from office."

In closing of my letter I will once again use the Board v. Pico case summary when it states, "Finally, even if (457 U.S. 853, 892) parents and students cannot convince the board that book removal is inappropriate, they have alternative sources to the same end.

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Books may be acquired from bookstores, public libraries,or other alternative sources unconnected with the unique environment of the local public schools."

Sirs, thank you for you time and commitment to the education of our youth.

John Rummel.

From: Barbara Hunter <hunterbk@ipa.net>
To: <ssnow@stockton.k12.mo.us>
Date: Tuesday - August 10, 2010 10:55 AM
Subject: Stockton Board of Education Action

I support the action of the Stockton Board of Education in removing the book, "The Absolutely True Diary of a Part-Time Indian", from the school library.

It is my understanding per an interview with the author, Sherman Alexie, this book has been banned from other schools.

I commend an alert parent that first brought the questionable contents of this book to the board's attention and the action the board has taken.

I support concerned parents and board members who do not want a story of a "crappy" lifestyle accessible to minor children. The description "crappy" is per the author's own acknowledgment.

As a taxpayer I expect our school to provide only positive and wholesome materials for education absent of vulgarity and discrimination.

Thank you,
Barbara Hunter

From: <srummel@windstream.net>
To: <ssnow@stockton.k12.mo.us>
Date: Tuesday - August 17, 2010 10:54 AM
Subject: Stockton R-1 Board of Education Action

To the Stockton R-1 School Board

I support the Stockton R-1 School Board in their decision to remove the book, "The Absolutely True Diary of a Part-time Indian" from the classroom and the school library.

Even though the story may have some merit, I believe that because of the pervasively vulgar language, it is inappropriate to have in our school.

Respectfully,
Susie Rummel

From: "Michael Tunnell" <mktunnell@windstream.net>
To: <ssnow@stockton.k12.mo.us>
Date: Wednesday - August 18, 2010 7:39 AM
Subject: Book Banning

Board of Education,

I want you to know that I support your decision to exclude this book from our school. I understand the materials included in the book contain things that unfortunately too many children face and deal with in today's society; but that doesn't mean that is what we must teach from our educational system. Some things need and must be taught at home. Thank you for making a stand for what you believe to be right and not what someone else wants you to think.

Michael Tunnell

From: "steve ewing" <fsbclifeguard@windstream.net>
To: <ssnow@stockton.k12.mo.us>
Date: Wednesday - August 18, 2010 9:10 AM
Subject: you're right

Shannon/Stockton School Board,

First of all I would like to say thank you for doing what is right. Many times in our lives people are quick to point out when we are wrong or when we make a mistake, however when we do things that are right and good we seldom get praised for it. With the decision you have made in dealing with the book and its contents you have took a stand and done what is best for our kids. Now rather than being praised for your decision you are being attacked. My opinion is exactly that, mine, however in the last month I have talked to many parents and many teenagers who understand and support you and have that same opinion. We want you to know that we appreciate what you are doing. Being a school board member can be a thankless job I'm sure. You may be tempted to say that you don't need the headaches and that you will not run for re-election, but you have taken a huge stand for our kids. A stand that the next person may not take. Again I would like to say thanks and that my prayers are with you.

Steve Ewing

From: "Hobson Residence" <dshobson@windstream.net>
To: <ssnow@stockton.k12.mo.us>
Date: Friday - August 20, 2010 11:39 AM
Subject: Book

My 4 children went to school at Stockton R-1. I have 6 grandchildren attending now. I pay a large amount of taxes so I believe that gives me the right to state my opinion about the book in controversy. We elect the school board to make decisions for us and we have a good board. Their original decision should not be changed. I have not read the book but I rely on the board to see to it that my grandchildren are not forced to do something their parents might not like. If the parents want them to read it, we have a beautiful library where it can be found. Our board members should not be bullied into changing a decision already made. We were forced to take God and religion out of our school, are we being forced to replace him with immorality.

Sharleen (Coleman) Hobson dshobson@windstream.net

Please pass this to the board members. They have my full support.

From: Aaron Noot <aaron.eliznoot@gmail.com>
To: <ssnow@stockton.k12.mo.us>
Date: Saturday - August 21, 2010 12:23 PM
Subject: book banning

To the School board I want to give A opinion on the book banning issue. I think the School board did A great job in keeping this book out of the school. No one has denied the fact that this book has bad language,sexual content and violance. So the school board seen the book was bad enough for all members to vote in favor of banning the book. Nothing has changed the content is still the same. Our kids have enough of this kind of stuff in the real world with out the school putting it in the library for them. So please keep standing up for our kids. I don't think any one of you would want to vote to keep this book in the school as to cause one of our children to go astray. So I pray you will do what it takes and have the courage to stand up and stick with your decision you have already made . Aaron Noot

Dear Superintendent 8-21-10

From the news paper quote (committee unanimously voted the book was pervasively vulgar for some high school students.) end quote.

In this country there is plenty of good literary books, that are not pervasively vulgar. So there is absolutely no reason why the school should have to provide this particular book for our students.

In the name of not banning book, or diversity, should our school also provide our students with books, that promote racism, religious, intolerance or have pornography in them.

We need to be perfectly clear here, there has been no book banning here, that has taken away a person's freedom to get this book and read it.

We are asking the school board not to change their decision and asking you to back them up in that dicision.

David and Yolanda Noel phone 417/276-7773

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From: "Terrell Bishop" <bdogbishop88@yahoo.com>
To: <ssnow@stockton.k12.mo.us>
Date: Saturday - August 21, 2010 7:42 PM
Subject: Book ban

Please help stop the banning of any book.
Missouri needs to make national news for positive actions.
Not negative
Sincerely, Melvin Brandt

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From: <jonnoot@peoplepc.com>
To: <ssnow@stockton.k12.mo.us>
Date: Thursday - August 26, 2010 11:38 AM
Subject: book banning

I would just like to state my opinion that I believe the school bord made the right decision to not allow the book "The Absolutely True Diary of a Part Time Indian" in the scool. With all the books in this country, there is no reason for the school to provide books to the students that are "pervasively vulgar". Thank you, Jonathan Noot Dunnegan MO

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August 30, 2010

National Coalition Against Censorship

Shannon Snow, Superintendent:
ssnow@stockton.k12.mo.us
Stockton R-1 School District

Chad Pyle, School Board President
Stockton R-1 School District
pyle022@windstream.net

Re: *The Absolutely True Diary of a Part-Time Indian*

Dear Superintendent Snow, President Pyle, and Members of the Stockton R-1 School Board:

We have been following the debate in Stockton about Sherman Alexie's novel, *The Absolutely True Story of A Part-Time Indian*. We have previously expressed concerns about the decision to remove the book from the Stockton school district, and write again to reiterate and amplify on our reasons for opposing any decision to remove or restrict access to the book.

Removing a book because some object to, or disapprove of, the ideas in it violates basic constitutional principles. The First Amendment "protects the citizen against the State itself and all of its creatures — Boards of Education not excepted.... That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes...." *West Virginia Board of Education v. Barnette* (1943).

It is axiomatic that government officials may not prohibit "the expression of an idea simply because society finds the idea itself offensive or disagreeable." *Texas v. Johnson* (1989). This principle applies with equal force in public schools: "[l]ocal school boards may not remove books from school libraries simply because they dislike the ideas contained in those books ..." *Board of Education, Island Trees Union Free School District No. 26 v. Pico* (1982). While school official have greater discretion over curricular materials, the requirement remains that schools may only remove materials for educationally sound reasons, not because some object to their content.

No educational rationale has been advanced for removing the book, nor could one be plausibly made. The novel has received universal acclaim by literary critics and educators alike. It received the National Book Award for Young People's Literature in 2007, and was named one of the best books of the year by School Library Journal. *Booklist*, a publication of the American Library Association, wrote that "younger teens looking for the strength to lift themselves out of rough situations would do well to start here." A review in the New York *Times* called it "a gem of a book...heartbreaking, funny, and beautifully written." *Kirkus Reviews* said it "deftly

mingles raw feelings with funny, sardonic insight," and *Kliatt*, a book review for teachers and librarian, wrote that it is "breathtakingly honest, funny, profane, sad....will stay with readers."

The views of the residents of Stockton do not determine whether *The Absolutely True Diary of a Part-Time Indian* has literary or educational value. That determination is a foregone conclusion, given the widespread recognition and praise the novel has received. Nor does the fact that some – or even most – members of the school board or community find the book objectionable provide a basis for removing the book. "It is inevitable that government will adopt and pursue programs and policies [which] are contrary to the profound beliefs and sincere convictions of some of its citizens," but the Constitution does not allow majority opinion to control free speech rights; in this arena, minority views are entitled to be treated "with the same respect as are majority views." *Board of Regents of University of Wisconsin System v. Southworth* (2000):

> The very purpose of a Bill of Rights was to withdraw certain subjects from the vicissitudes of political controversy, to place them beyond the reach of majorities and officials One's right to life, liberty, and property, to free speech, a free press, freedom of worship and assembly, and other fundamental rights may not be submitted to a vote; they depend on the outcome of no elections.

West Virginia Board of Education v. Barnette (1943).

Removal of such a work of literature because some consider it vulgar, pornographic, inappropriate, or otherwise objectionable, would be constitutionally suspect and would expose the Board to potential legal liability. It is worth noting that educators are rarely held to violate the First Amendment when they *include* material that has pedagogical value, whereas removal of material for ideological reasons is vulnerable to legal challenge. See *Monteiro v. Tempe Union High School District* (9th Cir. 1998) (recognizing the First Amendment right of students to read books selected for their "legitimate educational value"), *Parker v. Hurley* (1st Cir. 2008) (rejecting effort to remove books that offend parents' and students' religious beliefs), *Pratt v. Independent School Dist. No. 831* (8th Cir. 1982) (First Amendment violated when films removed because of hostility to content and message), and *Case v. Unified School Dist. No. 233* (D. Kan. 1995) (First Amendment violated by removing a book from school library based on hostility to its ideas.)

Each person is entitled to his or her own opinion about the book. Parents who do not wish their children to read it are free to request an alternative assignment, which school officials may grant or deny based on their professional judgment as educators. However, no person is entitled to impose his or her views on others, or to expect school decisions to be based on their views or sensitivities. "[T]he Constitution exists precisely so that opinions and judgments, including esthetic and moral judgments about art and literature, can be formed, tested, and expressed. What the Constitution says is that these judgments are for the individual to make, not for the Government to decree, even with the mandate or approval of a majority." *U.S. v. Playboy Entertainment Group* (2000).

We urge the Board to recognize its constitutional obligation to all students. It has no right or authority to make choices based on the personal, moral, or religious views or values of some, or

even most, members of the community. Students have a right to read high quality literature of this sort, and as educators you have an obligation to introduce them to books that are read in high schools around the country. You place your students at a distinct disadvantage if they are denied this opportunity. We strongly urge you to restore the book without restrictions on its use.

Sincerely,

Joan E. Bertin, Executive Director
National Coalition Against Censorship
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Dr. Vicki Renee Sandberg
PO Box 574
Stockton, Missouri 65785

417-276-6492 Home
417-955-2788 Cell
sandberg.vicki@yahoo.com

August 31, 2010

President Pyle and Members of the Stockton School Board,

I will not be able to attend the September 8 forum regarding the book, *The Absolutely True Diary of a Part Time Indian (*or as I've come to refer to it as the Masturbating Indian book). Rey and I will be on vacation, but if we were in town, I would certainly be there to offer my support in your decision. Throughout this long ordeal I have listened and read many comments regarding your decision and can argue with most, if not all, of them. My favorite was the letter from a gentleman who stated how he served in the military to defend Americans' rights to freedom of speech. Freedom of speech is most certainly an honored and valued right; however, too many times it is tossed about to serve an individual's own agenda while never considering other possible scenarios; therefore, I wonder if this person will also defend an individual's freedom of speech/expression to burn an American flag?

I truly believe that the issue is not the book—it is your making a decision and a specific teacher refusing to accept it. From the very beginning the English teachers have shown disrespect and poor judgment. They posted the huge wall poster criticizing the Board's decision knowing that not the Board members but the Board members' children would be the ones to read it. They continued to discuss and criticize our decision in the classroom. Ms. Jasper added information in the yearbook even though she was told not to do so. Their behavior has been an embarrassment not only to the school but to all the teachers.

The English teachers have argued about the merits of this book. You may not realize that the closet across from the counselor's office is filled with novel sets that can and have been used in the classrooms so why was this one purchased when there are so many good novels already in the district? The Indian book may have received an award but my first impression of the book was the simple writing style and low reading level. The English teachers indicated that they chose the book because it's about a boy who overcame personal issues; however, the district has many novels that deal with this same theme of individuals overcoming problems. This story is basically no different.

Again, I support your decision and most of the citizens are either sick of hearing about the book or support your decision in removing the book from the classroom.

Thank you,

Vicki Sandberg

Shannon Snow

Association of American Publishers, Inc.
www.publishers.org

aap

50 F Street, N.W., 4th Floor
Washington, D.C. 20001
Telephone: (202) 347-3375
Fax: (202) 347-3690

August 31, 2010

Shannon Snow
Superintendent, Stockton R-1 School District
Stockton, MO

Chad Pyle
President, School Board
Stockton R-1 School District
Stockton, MO

Dear Superintendent Snow and President Pyle:

Earlier this week you received a joint letter from a number of organizations regarding the removal from the Stockton School District of Sherman Alexie's novel *The Absolutely True Story of A Part-Time Indian,* Among those signing the letter was the Association of American Publishers, the national trade organization of the U.S. book publishing industry.

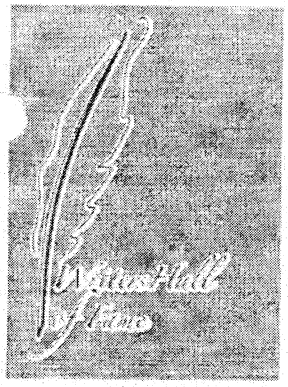
To supplement that earlier letter we would like to share with you and the members of the School Board the following statement issued by Little Brown Books for Young Readers, the publisher of Sherman Alexie's highly acclaimed novel. We ask that the statement be read into the record of the Town Meeting scheduled to be held on September 8.

> **Little, Brown Books for Young Readers is proud to be the publisher of *The Absolutely True Diary of a Part-Time Indian* by award-winning author Sherman Alexie. Opposed to censorship of any kind, we are deeply dismayed over the decision to remove the book from the Stockton, Missouri, R-1 School District, and we urge the Stockton School Board to reverse the ban. This compelling and critically acclaimed novel has received an overwhelming array of literary accolades including a National Book Award, 7 starred reviews, the Boston Globe/Horn Book Award, a New York Times Notable Book of the Year, and a School Library Journal Best Book of the Year. Based on his own experience of growing up, *The Absolutely True Diary of a Part-Time Indian* is ultimately a story about hope, resilience, and self-discovery. We applaud Sherman Alexie's devotion to sharing his experience with young people so that they too can find the courage to leave the safety of what they know and discover who they are.**

Sincerely,

Judith Platt
Director, Freedom to Read

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Celebrating the joy of writing since 1994.

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Writers Hall of Fame
PO Box 8646, Springfield MO, 65801
www.writershalloffame.org

Shannon Snow, Superintendent
ssnow@stockton.k12.mo.us
Stockton R-1 School District

Chad Pyle, School Board President
Stockton R-1 School District
Pyle022@windstream.net

6 September 2010

Dear Superintendent Snow, President Pyle, and Members of the Stockton R-1 School Board:

As have many in and around Stockton, the board members of the Writers Hall of Fame, an organization devoted to the encouragement and appreciation of writing, have been saddened by and disagree with the school board's choice to ban Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* from Stockton High School.

On the most basic level, we disagree because banning the book circumvents the educational goal of allowing students to participate in fruitful discussion of a thoughtfully chosen, highly regarded work of literature which has the distinct advantage of offering a sympathetic, intelligent protagonist who embraces education as the best way to make his life better. Surely this is an attitude the board and community can support. Beyond that, Alexie's novel asks readers to think about very real, very challenging issues of poverty, bullying, addiction, and assimilation. Young readers, even if they are among the fortunate who don't face such problems, are most likely not far removed from others their age for whom such issues create daily struggles. *The Absolutely True Diary of a Part-Time Indian* makes clear another pertinent point: The dictates of circumstance and choices made within them have far reaching personal and cultural consequences.

We disagree also because we see this choice against choice as a tipping point from which the school and community might tumble into an ever-growing effort to remove every text which one person or group finds objectionable. Years ago, almost as soon as it was published, Mark Twain's *Adventures of Huckleberry Finn* was banned from libraries. In fact, this novel, which many consider to the all-time best American novel, continues to face and overcome challenges. As Twain himself demonstrated to at least one librarian, even the most venerated of texts which almost no one wants to ban contains material many would consider unsuitable for young readers. See the 30 July 2010 *Newsweek* with Twain on the cover to see which text that is.

And we disagree with the board's decision because banning this novel, as you may have become acutely aware, violates basic First Amendment principles. This too is a slippery slope. The urge to censor is at heart an urge to exercise power cloaked in the call to protect vulnerable populations (like high school students) from "damaging" ideas. In almost every newscast, we see the result of such restricted education in the politics of the Taliban, where students are taught only from approved, imposed texts and learn those texts only by rote. All but approved texts are banned. The critical thinking skills so valued in American education are considered dangerous, and so are discouraged. We do not want such restrictions for our students. We hope for them the chance to make choices informed by wide-ranging thinking and consideration of consequences. Removing choice is not the way to achieve a thoughtful citizenry.

We hope you will reconsider and reverse the choice that allows Stockton students no choice.

Sincerely,

Linda Benson, with approval of a majority of the Writers Hall of Fame Board

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From: Katherine McQueen <kathyd54@gmail.com>
To: <ssnow@stockton.k12.mo.us>, <pyle022@windstream.net>
Date: Tuesday - September 7, 2010 9:21 PM
Subject: letter

Shannon Snow, Superintendent

Stockton School

PO Box 190 Stockton, MO 65786

Chad Pyle, President Stockton Board of Education

Dear Superintendent Snow, President Pyle and Members of the Stockton Board of Education

What do you consider a successful teacher? Test scores? AYP? The number of wins in a competition? A winning tradition? By the stature of a teacher in his/her subject area professional organization? The number of scholarships your students win in that subject area? By the lasting impact a teacher has on his/her students? By all of these measures, Stockton High School English department is one of the most successful in Missouri.

I first became aware of Stockton's English successes when I was the chair of the LAD Fair, a language arts competition that averages 6,000 entries a year from an average of 90 schools. I noticed how Stockton High School's name kept appearing on the winner's list. What really caught my attention was that this small high school was winning many more awards than much larger high schools. (There is no size/class division at the LAD Fair; all schools compete against each other.)

The next thing that caught my attention was the number of Writers Hall of Fame winners Stockton had. Most schools, including my own, are thrilled to have one Writers Hall of Fame winner, and here was a school that had multiple winners. The first year caught my attention, so I kept watching to see if Stockton just had one really good year or if there was a winning tradition. Year after year, Stockton had winners and scholarship winners. I believe it is safe to say that Stockton High School has had more Writers Hall of Fame scholarship winners than any other school in Missouri.

I wanted to learn what Stockton was doing to develop such good writers so I attended workshops presented by Kim Chism Jasper at Write-to-Learn, the state English teachers' convention. From writing competitions and professional meetings, I became acquainted with all of the Stockton English teachers. I was impressed and inspired by their passion, enthusiasm and dedication of doing what's best for their students. By their students' performances in several areas, it is obvious that they have built a strong curriculum. Out of curiosity, I decided I should check how Stockton high school students did on the state End-of-Course exam. Off the charts! Your English teachers and students are to be commended for such outstanding results.

All of this is why I was so surprised to see a book banning at Stockton High School. These teachers are obviously outstanding and professional. Why is the board reacting to a few parents instead of supporting their quality teachers? And, why should a few parents make a decision that affects all students? What about the rights of the students who want to read this National Book Award winner?

All research indicates that good writers are good readers. Good literature is not just reading words; it is about critical thinking skills. I dare say that someone can find something objectionable in any literature. Literature is supposed to make us think and sometimes that makes us uncomfortable. What will be the next book that gets banned at Stockton? Then will it be textbooks, music, art?

It is discouraging and disheartening to see successful, career educators not receive the support of their administration and school board. So again I ask, how does the administration and school board of Stockton measure success? Obviously not by the performance and success of the students,

otherwise the administration and school board would be supporting the decision of their professional educators.

Kathy McQueen

LAD Fair Chair 1994—2008

Past-president of LAD

Executive board member of Writers Hall of Fame

TO: Stockton R-1 School Board
FROM: Brian Hammons
DATE: September 8, 2010
RE: Book Ban Issue

Dear Board Members:

Thank you for taking the time to listen and consider comments regarding the book issue. Since I can't be there to present comments in person, I thought I'd send you this memo outlining a few, perhaps unique, thoughts. I hope that you will refrain from categorizing me as "for" or "against" either "side", but will give open consideration to the thoughts expressed herein.

As I have watched the book ban issue unfold over the past few months, I've tried not to get directly involved. While I have friends with strong feelings on both sides of the issue, I have hoped that with time there would be more sincere discussion, understanding, and the best interest of students would be served. I suspected that neither "side" would be totally happy with the end result, but that the community would come together, perhaps with a better ability to listen and discuss important issues that impact the youth of Stockton.

I still have hopes of this happening, and my prayer is that those values which unite us will overcome those disputes which divide.

I look at this issue from many perspectives: SHS alumnus, area business leader, evangelical Christian and church lay leader, licensed attorney with interest in first amendment issues (including freedom of religion), conservative Republican, member of the governing board of Missouri State University (also past Chairman), nearly life-long resident of Stockton with an interest in its progress, and friend of many involved in this issue. Having served on many boards, I have a good understanding of the dynamics of board responsibilities – particularly a public governing board of an education system. So I appreciate your role and the importance of your relationship with professional administrators who can recommend and implement the policy decisions you make.

Being very interested in the process of organization decision-making, I was puzzled by the quick action you took without public discussion of the committee recommendations or input from administrators and teachers. But I also generally trust elected board members, believing that they are trying to serve to the best of their abilities. Since I know each one of you, I believe that you are capable of resolving this issue in a fair, reasoned, and respectful way.

Perhaps all the perspectives noted above make it difficult for me to take a strong position here, as I see a lot of gray. But I also see a lot of emotion, developing bitterness, and division. Even Christians making accusations against one another, acting very un-Christ-like. And these can harm our community far more than one little book, whether in the school library or out. Perhaps they already have. So I'm very concerned with the way this issue has been handled. And I hope and pray that reasoned, considerate discussion can help you make an informed, thoughtful decision in the best interests of all – particularly the youth. After all, they may learn more from the way adults act toward each other and handle difficult issues than from the things anyone says.

When I first heard of the abrupt banning of this book, the first thing I did was read it. "Seek First to Understand" is a good practice, as well as a habit of highly effective people (Covey). Personally, I found it crudely written and was disappointed that some words were used. I wondered why those things were there, but continued reading and discovered that the book as a whole probably has a positive theme. And I can see that it could open up conversations about issues that are difficult to discuss – but need to be. Those conversations that can help teens talk with adults (maybe even parents) about sexuality, drinking, acceptance, and violence in order to develop values that can keep them from falling into morally destructive behavior. Sure, there are many other ways to discuss these issues. How well are they working for many kids now? That's a subject that probably should be discussed more.

On the other hand, I sympathize with those who see far too much permissiveness in our society and are offended by excessive sexual content and violence. Particularly in television, movies, and even books. These tend to erode values, I agree. And I'd like to fight back against those, often feeling powerless to do anything but choose to turn off the set, and choose different movies and books. Perhaps those feelings are behind the sense that this book should be banned.

If so, the solution of a complete ban is, I believe, excessive. And not nearly as effective as open discussion of positive moral values. Sheltering young children from sex and violence is appropriate, but at some point teenagers must learn to understand and make decisions regarding their own attitudes, even participation, in those areas. Does the school have an active program to help youth deal with these character issues that can impact the course of a teenager's life? I hope so, because closing our eyes to the issues doesn't work. Maybe this isn't the best book to use for such teaching, but that is probably a question for teachers and administrators – education professionals – rather than for a board's quick judgment.

Let me be clear: I believe that a public school has the right and responsibility to assure that its curriculum and materials appropriately contribute to the school's mission and educational objectives. But in doing so, a board must assure that it works with professional administrators (chosen by the Board), asks appropriate questions, and that its policy-making decisions promote a supportive relationship with administration and teachers.

The question I know you all are faced with is: "what now?" Sometimes the best leadership is creating an environment where the right questions can be asked. You've begun to do that, appointing a review committee and hearing its recommendations. So I respectfully submit these suggestions to you, as a Board representing all the citizens of the district, for your consideration:

1. Adopt the review committee's recommendation to put the book back in the library;
2. Ensure that appropriate options are available for concerned parents to opt out of their children having to read books they deem inappropriate, without removing them from the library;
3. Refrain from any retaliatory action against teachers or administrators; and
4. Engage a task force of leaders in the community to consider how the school and community (including churches) together can improve the ability of youth to make positive decisions in areas of concern like racism, alcohol, sex, violence, and vulgarity. Many would agree that past actions (or inactions) have not been adequate, so different steps should be explored.

My hope and prayer is that you will look beyond the immediate issue of this particular book and the emotional responses it has created – especially your own. Use this opportunity to think about the bigger issues of how a community, particularly a school, can help youth develop positive moral values, building character, in the face of society's preoccupation with sexuality, violence, and alcohol abuse. And how this can be done in a positive way, recognizing both the freedoms and the responsibilities of liberty.

Your decision on this issue will be difficult, but maybe it can be one that is unexpected, that encourages greater collaborative focus by the entire community about how to deal with important yet divisive issues. I do believe that in the "marketplace of ideas" (Oliver Wendell Holmes' phrase), the right and best idea can win – we need not fear an undesirable idea or ban it so long as the better one can also get a fair presentation. Freedom still overcomes fear.

May God bless you in your service, and give you discerning hearts as you listen and pursue excellence for the school, the community, and, most of all, the students.

Thank you for your consideration.

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September 8, 2010

Dear Stockton R-1 School Board, Superintendent Snow and Other Concerned Teachers and Cedar County Citizens:

Re: A principle involved by the banning of the book, "The Absolutely True Diary of a Part-time Indian," by Sherman Alexie

I am unable to attend your meeting tonight but I want you to know I support the School Board's action of banning the above book. I believe that there is a matter of principle involved in this action.

Do we want to insist on the book and other similar books being available in our school library or classrooms that compromise our community's moral values when we have the opportunity to keep them high. There are many avenues of media that are not sympathetic to moral values. Our young people are exposed to a deluge of such issues when they enter the universities upon graduation from high school. Do we need to rush them into such challenges when they are beginning to sort out their ideals? It is true that some students are more mature than others but making such an issue of the school board's decision has blown the banning of the above book out of proportion. It does not take a long list of college degrees after our names to decide what is best for our youngsters. (Some things are "no brainers.")

No doubt, we have some excellent teachers in the Stockton R-1 school district as is evidenced by the accomplishments of their students. Please don't let the banning of the above book become a matter of pride because the school board disagreed with your use of the book. Please dont't let it stand in the way of our students' advancement. With your gift of teaching, they are going to continue to do well as they pursue their dreams.

A seriously concerned citizen,

Margaret Brubeck

Margaret Brubeck

Phone # 276-2414

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ACLU
AMERICAN CIVIL LIBERTIES UNION of KANSAS & WESTERN MISSOURI FOUNDATION

LEGAL DEPARTMENT
ACLU of Kansas & Western Missouri
3601 Main Street
Kansas City, MO 64111
Tel. (816) 756-3113
Fax (816) 756-0136

July 12, 2010

Chad Pyle, President
Board of Education
Stockton R-1 School District
906 South Street
P.O. Box 190
Stockton, Missouri 65785

Re: Removal of Book from School Library

Dear Mr. Pyle:

I am writing on behalf of the ACLU of Kansas & Western Missouri ("the ACLU") to weigh in on the Stockton R-1 School Board's recent decision to remove Sherman Alexie's award-winning book, *The Absolutely True Diary of a Part-Time Indian*, from the Stockton High School library and from the high school's curriculum.

As I understand it, on March 25, 2010, someone challenged Alexie's book because it allegedly contained "Profanity, graphic violence, sexual content." Thereafter, the Superintendent appointed a review committee, which apparently recommended that Alexie's book be retained in the library with a warning sticker affixed. At its April 2010 meeting, the Board – without any debate or explanation – voted to remove this book from the library and the curriculum despite the recommendations of the nine person review committee. For the following reasons, the ACLU opposes the removal of this or any other book currently in the collections of the District's school libraries.

The law in this area is clear. "[T]he First Amendment rights of students may be directly and sharply implicated by the removal of books from the shelves of a school library." *Island Trees Union Free Sch. Dist. v. Pico*, 457 U.S. 853, 866 (1982). The plurality opinion in that case recognized the unique role of school libraries, noting that

> students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding. The school library is the principal locus of such freedom . . . [where] a student can literally explore the unknown, and discover areas of interest and thought not covered by the prescribed curriculum. . . . Th[e] student learns that a library is a place to test or expand upon ideas presented to him, in or out of the classroom.

Id. at 868-69 (citations and quotations omitted).

The Absolutely True Diary of a Part-Time Indian has won numerous awards, including a National Book Award in 2007, and has received excellent reviews from many sources including

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Booklist and the *School Library Journal*. In Alexie's novel, Arnold Spirit, Jr. tells the story of his decision to leave the Spokane Indian Reservation to attend an all-white high school. The novel deals with issues of racism, poverty, and the following of Native American traditions. Although school officials retain discretion to remove books based on their "educational suitability" or because they are "pervasively vulgar," *Pico* at 871, I do not believe such rationales apply to this book.

In *Case v. Unified Sch. Dist. No. 233*, the court held that the Olathe School Board violated the First Amendment by removing from an Olathe high school library *Annie on My Mind*, a novel depicting a romantic relationship between two teenage girls. 908 F. Supp. 864 (D. Kan. 1995). The ACLU litigated *Case*, which resulted in an injunction against the removal of *Annie on My Mind*, and an award of attorneys' fees against the Olathe School District in an amount in excess of $200,000.00. *See Case v. Unified School Dist. No. 233,* 157 F.3d 1243 (10th Cir. 1998).

The ACLU urges the Board to return this book to the school libraries without any kind of a warning label. Please contact me if you have any questions about this letter. If the Board fails to return the book to the library shelves at the Board's next meeting, which – as I understand it – will be held on July 21, I will explore the possibility of filing suit on this issue.

Sincerely,

Doug Bonney
Chief Counsel & Legal Director

cc: Vicki Sandberg, Superintendent

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INSTRUCTIONAL SERVICES **Form 6241**

Instruction

Challenged Materials

REVIEW OF INSTRUCTIONAL MATERIALS

Type of material (book, film, pamphlet, etc.): Book

Title of material: The Absolutely True Diary of a Part-Time Indian.

Author: Sherman Alexie

Publisher: Little, Brown Books for Young Readers

Your name, address, telephone number:

Do you have a child in the school concerned? Yes

Complainant also represents others: Yes

(organization-name)_____
(other group-identify)_____

To what part of the material do you object? Cite words, page numbers: Profanity, graphic violence, sexual content

Why do you object to this material? I do not feel that it is age appropriate, or that it represents our community values.

Are you familiar with the range of materials used in the school system on this topic? No

Do you approve of presenting a diversity of points of view about this material in the classroom?

Should this be withdrawn from all students? Yes X No_____ Unless a parent approves it.

___ ___ 3/25/10

Signature of Complainant Date

Please give/send this information to:

Superintendent

Address

Results of the Book Review Committee

On April 12, 2010 the committee met in the Board room to discuss the book, *The Absolutely True Diary of a Part-Time Indian,* which had been challenged by a patron due to "profanity, graphic violence, and sexual content". The patron continued to state that he felt, "that it is not age appropriate or that it represents our community values."

The committee members consisted of the following:
John French, principal
Keli Vaughn, high school librarian
Kirk Welch, high school teacher
Carol Halley, department teacher
Rodney Shipley, board member
Joy Rutledge, parent
Roger Meeks, parent
Linda Burmester, patron
Bradley Wright, patron

The committee may recommend to the Board that the questioned book be (1) retained without restriction, (2) retained with restriction, or (3) not retained.

The committee members had different views regarding how they should deal with the book. The members thought the theme and story were good but most of them were concerned about the language used in some passages; however, after approximately an hour discussion, the Committee agreed on the following recommendation to the Board:

That the book should be left in the high school library and labeled regarding its content but that it should not be taught in the classroom; therefore their recommendation is to retain the book with restrictions.

The Board can accept or reject the Committee's recommendation.

Dr. Vicki Sandberg,
superintendent

Book Review Committee
August 5, 2010 at 6:00 p.m.

Members present:
John French, High School Principal
Judy Culbertson, High School Teacher
John Elder, Communication Arts Teacher
Keli Vaughn, High School Librarian
Linda Burmester, Community Member
Joy Rutledge, Parent, Community Member
Roger Meeks, Parent, Community Member
Rick Pohlsander, Community Member
Rodney Shipley, Board of Education Member
Shannon Snow, Superintendent (recorder)

Before getting started, the group expressed that they felt it is very important to note that there are three new members of the committee, therefore the opinions may vary from the original committee.

1. Is the book educationally suitable for use in the Stockton High School classrooms? Please explain the basis for majority and minority opinions regarding this question.

A member states that her opinion would be the same, that it should be pulled from the classroom, but remain in the school library marked for content. She turned in a written statement attached to these notes. As a member of the original committee, she explained that a consensus was reached by the other group, but that there were extreme opinions on both sides. She did not feel it was educationally suitable.

Another member of the committee felt that there were a lot of issues in book and those issues are ones that resonate with kids – not something for middle school, but valuable as learning tool at HS. He saw kids in detention that were non readers who had meaningful discussions about the book. Kids understood the story. Kids never referenced the things that, in his opinion were not acceptable for MS students, but HS students used the language. He did not find it to be that inappropriate for the ways it was used. Story has more message that just those parts. The book reached kids that no other book did. Kids were talking about story, about hope, not language. He said "In that respect, I do think that it has educational suitability."

Another committee member asked, what is the objective of the book?

The communication arts teacher on the committee answered that it addresses the HS Course Level Expectations of summarizing, relationship, text to text, text to self, text to world, connections, in the novel. It also addressed, bullying, how to cope, how to relate, how to see hope in the real world.

He felt it was also applicable to career research, looking at different cultures, and multi-cultural lessons.

"I have taught novel based teaching for 27 years and have taught in small town of native Alaskans. {the committee member saying this made this correction : I taught in AZ. and worked with hispanic kids facing these same types of problems. I also grew up in AK. and knew a lot of of kids from native Alaskian families who faced the same trials that Alexie did.} Yes, I see that the other content is there. If you took that out, kids would not buy into it. Language is no problem for me. Not necessarily something that is right, but they wont relate if it is not. That is where these kids relate to the book. The book won awards b/c kids can see themselves, not in the language, in the fact that the kid was a loser, but he wanted better, he sought to make his life better, but kids in small town need to understand that there is something better."

Another teacher explained that the culture diversity addressed in the book is applicable to social science. She discussed the intended audience, purpose of language, and pointed to question 10 at the end of the book.

She said "Do I use that language in my daily life? No. Do I let my kids? Preferably not." How would a teacher in the classroom lead a discussion about this? I read the question (#10). I would say that this book is suitable for use in the high school classroom. She also mentioned author's voice.

Another member of the committee admitted that he had a different reaction to questions. Questions ruined the book, he wanted to enjoy it. It was a good read. His background has been working with youth my entire adult life, and he currently works with youth. He stated that some youth is appropriate for, some very inappropriate for. Some cannot handle the book. He brought up the example of a student that he knew personally, who would have a difficult time separating language in book from language in school. He stated that he would find difficult as a teacher for there to be a double standard, language that we can't use, but then expecting students not to model behavior that teachers are having them read.

At same time, it is not appropriate, he would expect that educators could express their views without using these colorful metaphors. He said that he found other ways to express himself, and encouraged young adults to express themselves another way. He stated that he didn't think you can use the book for every child

As to the question of it being educational suitable? He stated #1, if these are goals, there may be other books, if teachers are not looking into the other books they are missing their job and responsibility. He stated "I don't think at any time I would want my daughters to read the book. When I want to teach about sexuality I will teach them and my wife will teach them. I don't want a teacher doing that."

I agree that it should be left in the library with restrictions

He mentioned that the author's own website warns that there is profane content in the book. Reviews about the book that he read say that it will be banned.

Another member stated that it was probably about 6th grade level, and not challenging. While he understands how it is to get kids to read and said reading is key to education, he didn't think it was well written – It was too easy to read for HS. He also stated that he disagreed with vulgarity in book. And had kids who read the book, some liked it. But he stated that, as an adult, he didn't think the language is appropriate.

The principal said there are some of the lessons that are good and there were lots of good targeted ideas by teacher, messages of hope, etc. He stated "I wish it didn't have language." "I would think there would be other books that would be more suitable." As an administrator, you would hope that teachers would handle the situation and hope that you can trust in your teachers that they would go about things the right way. The problem is going to happen in health class. It is a double edge sword. Was there value in what was being taught? Absolutely."

Another member stated that there was redeeming value such as, perseverance but said other books could have been chosen for the same themes.

Another member said it was a double edge sword and would not let their 12 year old read it, but would their 16 year old. She said that she would like to have prior knowledge so that she can discuss it with her child. She also stated that she wished that the language was not there.

Another member said she felt the same way, it was a double edge sword. She felt like the easy reading level was not an issue for her because not all kids read at the same level. Her daughter read the book, and when she asked her daughter about it, the daughter did not notice the language. She said her daughter was a reader and didn't dwell on the language. But she also felt that her 13 year old son was not mature enough to handle the book.

Another member stated that it was on the recommended reading list of her friend's daughter, and her son said it was not a bad book. She also stated that she had covered language and meaning with her son. And that as a parent, she would encourage her son to read it.

One member asked what classes read this book? The answer was given as it was supposed to be all 9-12 students, but only the 9th and 10th grades read completely and the 11th grade was in the middle when the book was challenged.

One member reported that one website he looked at rated the book questionable until after 10th grade level.

Another member said that society has regressed and tolerated language that would have been inappropriate in the past.

The results of the vote for Question #1 Is the book educationally suitable for use in the Stockton High School classrooms? Please explain the basis for majority and minority opinions regarding this question.

was

5 suitable
4 not suitable

2. Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for High School students in grades 9-12?
{The committee felt that by including the word "some" before High School students it made it a more answerable question. So the question that the committee decided to address was as follows}

Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?

One committee member said that some language in the book would be language that students or staff member would be disciplined for.

Another member said that inappropriate language was interlaced throughout the book, citing the book's discussion of both a metaphorical and actual erection. He said that some mentions were metaphorical and some were real, and all of them were inappropriate. He went on to say that they were inappropriate for every student, and highly inappropriate for a number of students in our school that he had personal knowledge of.

Another member agreed that it was inappropriate, especially for mixed company.

Another stated that they agreed with that.

As to factual basis, the high school principal said that in our handbook addressed such language and that it would not be tolerated. He said that "if I walked by classroom, heard the f-word or talking about erections" according to our policy in the handbook which addresses verbal or written use of profane language, that the student would be disciplined. With the consequence ranging from getting on to the student, or OSS if bad enough. He also stated that if they said that to a teacher, they would be 'gone'. So by basing on that factual information, it is not appropriate.

He stated that some things don't need to be in there to get the message across. In his own experience, his English teacher would not have introduced the book.

There was also discussion of how many books could be removed from library because of language.

Another member of the committee said that to determine which students are ready to handle certain books, we should trust the teacher in classroom, but let the parents decide. They said we need to be up front to parent, with a well stated description, it can still be something that is read. They said that by putting in library and tagging it, parent can decide. If the book is marked, you (a parent's child) don't get to read it.

Another member said that in a classroom we put some kids in a situation that would not feel comfortable standing up and saying the book was awkward for them.

Another person said that we need to protect parents right to decide. And that the teachers probably had good intentions.

Another member said "Is it pervasively vulgar? The author's tone was 14 year old boy. Some kids use that language. Yes, it is pervasively vulgar."

Another said "I don't find language appropriate, but it fits the story, it is according to authors intent. That is what he (the boy in the story) would have used. I don't find it pervasive, do I find it appropriate for Middle School? Absolutely not, maybe 10th and above – some kids are ready, some are not, but do we limit it and take it away from all. Give kids choices." {This change was made to clarify the statement from the member who said it. "it says do I find it appropriate for Middle School? absolutely not. it should be absolutely, but not inappropriate for some High School students."}

A member agreed that it was maybe not for all students.

Is it vulgar and contain references that are inappropriate for 9-12 grades?

An original committee member stated that the first committee discussed two issues: classroom and library in one sense the question is unfair, some said yes, some no.

Another member of the committee said that to answer #2 we should answer 3 & 4, what are the concerns that would limit the use of this?

A member stated when it is a library book, students can choose, but to be part of curriculum-that is mandatory. Students had the option (to ask for an alternative), but how many once started, would ask for alternative. Peer pressure would be too great, especially if the student encountered inappropriate language and were uncomfortable after the book had been started. The student would feel pressure to continue with the same book.

Another said that there would be an extreme amount of pressure

Parents should be given more info about the curriculum, so they can decide.

One member said that even in 10 through 12th grade some students could be still offended.

Another member said that he didn't envy the HS principal. And was concerned about how to enforce double standard. It might be optional curriculum but didn't feel it was appropriate for all.

The results of the vote for Question #2 Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?

was

9 Yes-pervasively vulgar/inappropriate

0 No-not vulgar/inappropriate

3. If yes, describe the factual basis for such determination.

Personal conviction, maturity level, school policy and parent choice were the reasons given by the members of the committee.

4. If no, describe the factual basis for such determination.

There were no committee members who answered no to Question 2 {Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?} so this question was not addressed.

5. If retention of the book in the school library is recommended by either a majority or minority of the committee with restrictions, explain the specific restrictions that are suggested.

The High School Librarian said that all incoming freshmen attended meetings that tells them that an orange star marking on a book signifies adult content. She said that kids should know that it is in there.

Discussed possibility of limiting the book to grades 11-12.

A member of the committee asked "Is there anything that a parent approves with orange star book, or is it left to the student?" The librarian said that parents can call and request their child does not check out with orange star labeling but indicated that information instructing a parent to do so, is not published in our student policy book, and that information is not widely available/known by parents.

Another member stated that as a parent, he had to sign to allow kids to use internet, etc. at school.

A teacher on the committee said that "As a teacher, I contact parents to let them know that the content of the book (chosen by their child) may be inappropriate." He also said that the MS librarian keeps a close eye on it

He said that he had his own books that student may borrow from his classroom, but that he doesn't let them go out unless he has a note from the parent. He said that he always makes sure that kids are aware that there is inappropriate language in the book, or parents know.

Another member said that, as parent of HS student she trusts her son to drive a car, and trusts him to check out a book and to return it if it is inappropriate. She was not in favor of a permission slip. It would be just another piece of paper.

Somehow designed as containing objectionable material – library should review their policy – my suggestion as parent

Another member of the committee said that it definitely needs some form of labeling.

Another said that the way it has been handled in past has been acceptable.

The recommendation of each member is as follows:

1. Recommend retaining the book with current restriction
2. Same
3. Agree with that
4. Current restriction policy
5. Restrict with current policy
6. Am willing to live with that
7. Def in agreement with restriction under current policy
8. Same
9. Prefers that it would not be in school at all

ADDITIONS BY COMMITTEE MEMBERS:

ONE MEMBER SENT IN THIS SUGGESTION

On page 4 toward the top it says do I find it appropriate for Middle School? absolutely not. it should be absolutely, but not inappropriate for some High School students. As for the restatement of the question I still feel that it should include that, although it is inappropriate for some, it is appropriate for others. Why do we only have to address the negative. That is why I voted yes. We cannot assume that they will take that aspect for granted.

ANOTHER MEMBER'S SUGGESTION

I would just correct the result for Question #2 so that it reads something like:
9 Yes - pervasively vulgar and sexually inappropriate for some students {Change made}
0 No.

Otherwise it looks like the committee was unanimous in thinking the book was suitable, which conflicts with the result in Question #1.
Also, although I may have said it wrong at the meeting, I do not feel the book is appropriate for curriculum, even if it is optional.

ANOTHER MEMBER SAID THIS

The summary at the end confused me. Please clearly state in the summary that the decision/recommendation would be to restrict from the classroom curriculum, permit in the library clearly marked for content.

As teachers who teach and uphold each student's right to academic freedom, the Communication Arts Department respectfully requests the academic freedom cited in board policy 6241 be upheld and that the Stockton R-1 School Board remove the ban and allow The Absolutely True Diary of a Part-Time Indian by Sherman Alexie to be available in our public school library.

It was our hope to present our request and discuss the following information with the board in person. We have placed our discussion points in the letter below.

First, we hope you understand our dismay at the lack of discussion before the 7-0 decision was made at the April meeting. Please understand that we were following the process as defined in the board policy believing that there would be discussion about Sherman Alexie's book, and, since no one ever asked the communication arts department for lesson plans or rationale as to why the book was selected, that perhaps the matter would be tabled so that the board could further investigate. We came to the April meeting not knowing what to expect; two statements were prepared: the one that was read and one thanking the board for retaining the book.

Second, in retrospect, we realize that it might have been more beneficial if we had initiated a conference with the administration and the challenger when we first learned that a patron of the district had a concern. We thought that the administration would want teacher input and ask for lesson plans or rationale for the book, but that did not happen. Until now, it has been our experience that when students/parents have a concern with a text; they ask the teacher for an alternative first.

Since challenging any academic process is so serious, the communication arts department expected that a more thorough, well-developed process would have taken place.

- The patron of the district or any other members of the group that he was representing were never directed to seek out the teacher's input about his concerns or request for an alternative text. We feel a meeting with the communication arts department early on might have helped eliminate the need for a challenge.

- The administration accepted an incomplete challenge form: no particulars are listed about the objectionable material. This process should be documented with exacting information so that all understand exactly who is challenging and what information is being challenged.

- No one ever cared to ask about the educational merit of the book.

We realize that the challenge policy is in place, but believe the steps in the process that led to a challenge need to be reviewed and revised. We, as teachers, would like to be part of that revision process.

Third, we want to provide the background about the 'big read' book. The 'big read' was implemented 8 years ago. We have always followed the process below.

- We submit a purchase order with TBD as a budget placeholder for the following year.
- All communication arts teachers 7-12 are asked to submit books for all to read and review and a book is selected during the summer.
- After the decision is made the purchase order is resubmitted with the title. We are only allowed to order a classroom set due to budget constraints.
- Teachers take turns using the books, and most of the reading is done in class in order to ensure that all hours of the day have enough copies for the reading. Books can be checked out if someone is absent and needs to make up the reading.
- Teachers implement the 'big read' novel into the classroom as his/her schedule allows.
- Teachers have the option to pass on the 'big read.'
- Generally the title of a 'big read' is included on teachers' course policies. This year it appeared on English I & Technical English III policies.

We've read a variety of titles from Tuesdays with Morrie to The Lion, the Witch and the Wardrobe.

When discussion began this summer about our "big read" both middle school teachers were included. Kim Schmid read the book, and said she would like to pass as she felt 7th graders lacked the maturity to appreciate the text. Bill Crabtree brought a copy back to the high school in the fall and said the middle school would pass on this one. That was the extent of the middle school involvement.

We welcome the opportunity to be placed on the agenda and discuss this issue in person.

Respectfully,

May 18, 2010

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From: Kim Jasper
To: jfrench@stockton.k12.mo.us, vsandberg@stockton.k12.mo.us, Ssnow@stockton.k12.mo.us, dwhitesell@stockton.k12.mo.us, JNail@stockton.k12.mo.us, kperkins@stockton.k12.mo.us, kjasper@stockton.k12.mo.us
Date: Wednesday - March 17, 2010 11:12 AM
Subject: Diary of a Part-Time Indian

I have a book published by NCTE (National Council of Teachers of English) called Sherman Alexie in the Classroom that addresses the value of The Absolutely True Story of a Part-Time Indian.

Essential questions for the unit:

How do internal and external expectations shape our lives?
How does culture (social and familial) expectations affect our identifies?

We also have a rationale for the teaching if you're interested in seeing this. The themes in this book are most appropriate for our school since they deal with poverty, opportunity and education.

Mr. French asked me to address why we all (grades 9-12) read the same book.

The idea is patterned after The Big Read, a national program where communities read the same book; in fact, we have looked at getting grants to take part in this. The Springfield community took part in The Big Read last year.

The idea is that there is power in a community reading the same book; siblings can discuss it; they can share with their parents and encourage them to read it. Reading the same book offers opportunities for conversation among students of all grade levels.

Thanks,
Kim

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English I – 2009-2010

Jon Nail 417 276.8801 Ext 422 jnail@stockton.k12.mo.us

Course Description:
English 1 Communication Arts is designed to transition students into a new level of communication experiences – incorporating all forms of communication to stress the power of verbal and non-verbal communication interaction. During the year students will improve communication skills through reading, writing, speaking, listening, discussing, observing and thinking. Activities in the class are designed to stimulate new ideas using literature, poetry, music, art and other media.

Texts:
The Language of Literature, Cedar County Republican and other newspapers, various poetry and music, excerpts from numerous texts and magazines, and the internet. Class reading includes Romeo and Juliet and The Odyssey, and The Absolutely True Diary of Part-Time Indian.

Other books may be assigned for small reading/discussion groups.

The class may also watch all or parts of several movies, including Freedom Writers, Romeo and Juliet, Oh, Brother Where Art Thou, I Am Sam, The Emperor's Club – all rated PG 13.

Required Materials:

- 2 brad folders (folders that have pockets on each inside flap and brads down the middle where paper can be inserted.)
- Ruled paper
- Pens/pencils
- 3x5 index cards
- Flash drive recommended

Course Requirements:
This course begins teaching the skills of effective communication. Students will work with several literary genre – poetry, short story, novel, print and ad media. Oral participation, using Standard English, is an important part of this class. Writing will emphasize structure and grammar as well as thinking, summarizing and research. Students will be asked to make frequent journal entries – some with specific writing prompts and some with their selected topics.

There will be writing assignments throughout the year and tests over material covered in class. Students will work individually and in groups.

In addition, students will be required to read at least 12 AR (Accelerated Reading) books (3 per quarter) independently and complete the online AR tests. Each Friday is designated as reading workshop, which provides class time specifically for reading.

Progress reports will be sent home at 3-week intervals and **MUST** be signed by parent or guardian and returned.

Assignments and Tests
The assignment and test schedule is written on the board each week. Students will be expected to copy this information into their school agendas for parent review. I will also do unannounced checks to ensure students are keeping notes and assignments organized. As part of this class first semester, students will receive a grade based on their organization skills.

Plagiarism/Intellectual Theft
If you turn in someone else's work as your own or closely paraphrase the work of another writer (or student) and present it as your own without source citation, you will receive no credit for that assignment. Continued plagiarism may lead to failure in the course. Taking experts off the Internet and using them as your own is plagiarism. You must give credit to others for their ideas and quotations.

The school's policy on cheating or plagiarism is clearly outlines in the student handbook.

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Deadlines:
If you are absent with an accepted excuse, you still are expected to turn in assignments or take tests on the day you return if the assignment was made in advance.

If assignments or tests have been given while you are absent, please see me so we can set timelines and make arrangements for their completion.

If you are on a school trip when an assignment is due, you are still responsible for turning in the assignment that day. You may email the assignment or put it in the class folder.

If you plan to be absent at the end of a quarter or semester, you must turn in work prior to the absence.

Making up work:
You are responsible for keeping all material presented in class, including any notes you take, handouts that are distributed and completed quizzes and tests.

You are also responsible for making up any work you missed.

At each 3-week progress report, if you are failing or have missing work, you will be expected to attend makeup sessions (ZAP) to complete the work before the next 3-week progress report is due.

If you will be gone for an extended period of time (for contests, trips, etc) please see me about getting assignments before you leave. You should not use class time to visit with me; please make an appointment.

If you need help with assignments that are given while you are absent, please set up a pre-arranged time to meet with me.

Special Learning Needs
Please inform me if you have any learning needs which require special accommodation. I will be happy to individualize student work when appropriate.

Conferences:
I am available for conferences by appointment. Students and parents also may email me at any time.

Common Sense Items:

- Show respect for classmates, teachers, staff, administrators, and the property of others and of the school.
- Practice self-control. You can not control others, but you can control yourself.
- Abide by the norms (set of rules) established by the class.
- Focus on positive, interesting and useful elements of new ideas and assignments.
- Be creative – this does not translate to being undisciplined.

I have read and accept Mrs. Nail's rules and expectations for English 1.
(Please return by August 18 for 5 credit points).

Student Signature [redacted] Date 8-4-09

Parent Signature [redacted] Date 8/15/09

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English I
Ms. Whitesell
Fall 2009

Course Description: English I Communications Arts is designed to transition students into a new level of communication experiences—incorporating all forms of communication to stress the power of verbal and non-verbal communication interaction. During the year students will improve communication skills through reading, writing, speaking, listening, discussing, observing and thinking. Activities in the class are designed to stimulate new ideas using literature, poetry, music, art and other media.

Texts:
The *Language of Literature*, *Cedar County Republican* and other newspapers, various poetry and music, excerpts from numerous texts and magazines and the internet. Class reading includes *Romeo and Juliet* and *The Odyssey* and *The Absolutely True Diary of a Part-Time Indian*.

Other books may be assigned for small reading/discussion groups.

The class may also watch all or parts of several movies, including *Freedom Writers, Romeo and Juliet, Oh, Brother Where Art Thou, I am Sam, The Emperor's Club*—all are rated PG-13..

Required Materials:

- 2 brad folders(folders that have pockets on each inside flap and brads down the middle where paper can be inserted)
- Ruled paper
- Pens/pencils
- 3X5 index cards
- Flash drive recommended

Course Requirements:
This course begins teaching the skills of effective communication. Students will work with several literary genres—poetry, short story, novel, print and ad media. Oral participation, using Standard English, is an important part of this class. Writing will emphasize structure and grammar as well as thinking, summarizing and research. Students will be asked to make frequent journal entries—some with specific writing prompts and some with their selected topics.

There will be writing assignments throughout the year and test over material covered in class. Students will work individually and in groups.

In addition, students will be required to read at least 12 AR(Accelerated Reading) books (3 per quarter) independently and complete the online AR tests. Each Friday is designated as reading workshop, which provides class time specifically for reading.

Progress reports will be sent home at 3-week intervals(September 9th, October 5th, November 9th, December 7th, January 27th, February 22nd, April 7th May 3rd) and MUST be signed by a parent/guardian and returned. It is very important that you take personal responsibility for your education and ask for help if you need it. I give very little extra credit. I do not accept late work.

Assignments and Tests
The assignment and test schedule is written on the board each week. Students will be expected to copy this information into their school agendas for parent review. I will also do unannounced checks to ensure students are keeping notes and assignments organized. As part of this class first semester, students will receive a grade based on their organization skills.

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Plagiarism/Intellectual Theft:
If you turn in someone else's work as your own or closely paraphrase the work of another writer (or student) and present it as your own without source citation, you will receive no credit for that assignment as well as the proper disciplinary measures (see student handbook). Continued plagiarism may lead to failure in the course. Taking excerpts off the Internet and using them as your own is plagiarism. You must give credit to others for their ideas and quotations.

Deadlines:
If you have an excused absence you may make up what you missed and receive full credit. You are responsible for obtaining the assignments you missed and getting them turned in on time. Work not submitted during the allotted time frame will receive a zero. If absent on the day of a test you will take the test upon your return. Any long-term assignments will be due upon return as well. Make sure you understand what is demanded of you when you miss class for an athletic/scholastic contest or field trip.

Making up work:
You are responsible for keeping all materials presented in class, including any notes you take, handouts that are distributed and completed quizzes and tests.

If you need help with assignments that are given while you are absent, please set up a pre-arranged time to meet with me (not during class).

Special learning needs:
Please inform me if you have any learning needs which require special accommodation. I will be happy to individualize student work when appropriate.

Conferences:
I am available for conferences during 7th hour. Students and parents may also email me at any time.

Classroom Expectations:
1. The Golden Rule is in effect at all times.
2. Use common courtesy. If there is any doubt about what to do or say…don't do or say it.
3. Have an open mind. Reserve judgment of whether an idea/activity/story is "stupid" until you've given it a chance.
4. Remain on task from bell until dismissal.
5. Give your brain some new wrinkles this year!

Classroom Discipline: These steps are also posted in the classroom.
1. Change in seating assignment, after class conference, possible contact home
2. Principal's office

Without knowing the force of words, it is impossible to know men. ~Confucius

Please take this home and share it with your parents. Have them sign it and then return it for bonus points. You may then keep this copy.

Parent/Guardian Signature _____ Date_____

Student Signature_____ Date_____

Without knowing the force of words, it is impossible to know men. ~Confucius

English II
Ms. Whitesell
Fall 2009
276-8806 ext. 426

Course Description:
Students will review, refine and expand their knowledge and use of the English language by studying vocabulary, grammar mechanics, and usage and by exercising this knowledge in their writing and speaking. They will be motivated to read, appreciate and understand the short story, novel, nonfiction(essay, biography, autobiography, etc.), drama and poetry.

Units of Study:

Vocabulary and Spelling	Writing
Grammar	Reading and Literature
Mechanics	Study and Research Skills
Usage	Speaking and Listening

Classroom Expectations:
1. The GOLDEN RULE is in effect at all times.
2. Use common courtesy. If there is any doubt about what to do or say.... don't do or say it.
3. Have an open mind. Reserve judgment of whether an idea/activity/story is "stupid" until you've given it a chance.
4. Please be polite and respectful of other's property and views.
5. Remain on task from bell until dismissal.
6. Give your brain some new wrinkles this year.

Classroom Discipline: These steps are also posted in the classroom.
1. Change in seating assignment, after class conference, possible contact home.
2. Principal's office.

In an effort to help you become responsible, productive, educated individuals I am going to do the following:

I will not accept work that is illegible and/or poorly or hurriedly done.

Cheating in any form will not be tolerated and offenders will receive a zero for the assignment. If you loan someone your paper, you are saying copying is okay. The "lender" and the "lendee" will receive a zero, a disciplinary write-up and a note home.

You can expect daily homework assignments as well as some long-term assignments. One long-term assignment is keeping a Reading Progress Log. You will be required to read at least 3 books per quarter and acquire 25 Accelerated Reader points(based on individual STAR results) per quarter. You will also need to read at least two selections from the **2009-10 Gateway Nominees**(one is due near December and the other by the end of third quarter). Another long-term assignment is keeping an English notebook. You will be given time during class to begin assignments. If you have trouble or need help--ask questions. There is no such thing as a stupid question. If you are having difficulty with your homework I am available for help before school (I'm usually at

school by 7:30 a.m.).

If you have an excused absence you may make up what you missed and receive full credit. **You** are responsible for obtaining the assignments you missed and getting them turned in on time. Work not submitted during the allotted time frame will receive a zero. If absent on the day of a test you will take the test upon your return. Any long-term assignments will be due upon return as well. Make sure you understand what is demanded of you when you miss class for an athletic/scholastic contest or field trip.

Grading:
Grades are calculated at the end of each quarter by totaling the number of points earned by each student and then by dividing by the total points possible. Letter grades are assigned according to the following scale:

A 96-100	B 83-86	C 73-76	D 63-66
A- 90-95	B- 80-82	C- 70-72	D- 60-62
B+ 87-89	C+ 77-79	D+ 67-69	F 59-0

All tests and assignments will be calculated according to the above grading scale. A small percentage of your grade will be based on citizenship/participation in class. Semester grades will be figured by averaging the percentage grades from each quarter.

You will be given 3 "drops" per semester. These may be used in place of a "daily" homework assignment. **The drop must be used at the time the assignment is submitted.** The drop is entered in the grade book as "exempt"(it will not count for/against your grade).

I intend to send grade reports home every 3 weeks that you can share with your parents. These are to be signed and returned the following day for a homework grade. These reports should help head off possible "would-be deficiencies". It is very important that you take personal responsibility for your education and ask for help if you need it. I give very little extra credit. **I do not accept late work.**

Grade Sheets: Grade sheets will be issued on these dates.
September 8th, October 1st, November 10th, December 8th, January 26th, February 18th, April 6th, April 29th.

Classroom materials: (2) 70 page spiral notebooks, 3 ring English binder, dictionary/thesaurus (home) 2 folders with brads

Audience Etiquette:
All will be expected to follow Audience Etiquette. Your failure to abide by these guidelines will result in your receiving a zero(0) for your presentation. If you receive a zero for not following AE, you will have one chance to make up

that grade at my convenience. However, the highest grade you will be allowed for a perfect performance is the score of eighty percent.

*Pay attention to all performances; watch and listen.
*Stay quiet, absolutely no talking.
*Never make fun of another person's performance.
*Refrain from shouting comments to or intentionally distracting the actor during his performance.
*Avoid practicing during other performances.
*Applaud every presentation.
*Never get out of your seat, move around the room, or distract the teacher during a performance.
*The teacher-director is the one to offer suggestions or critiques after final performances. During class you may be asked to provide peer evaluations to enhance the final presentations. Please refrain from making negative remarks to your classmates after they have completed a final performance.

The following are textbooks/novels that may be used in English II this year.

Texts: Writer's Choice: Composition and Grammar Macmillan/McGraw Hill
The Language of Literature McDougal Littel
To Kill a Mockingbird Harper Lee
Luna Julie Anne Peters
Winter's Bone Daniel Woodrell
Godless Pete Hautman
Elsewhere Gabrielle Zevin
Persepolis: The Story of a Childhood Marjane Satrapi

Films: *To Kill a Mockingbird*
Julius Caesar
Shakespeare in Love
Mulan (clip)
Transamerica (clip)
Persepolis

This course policy will also serve as a permission form for films, documentaries, speeches and television clips, novels, etc. shown in class during the school year. If your parent(s)/guardian(s) would like to sign individual permission forms per viewing, please indicate on the sign-off sheet attached.

English III Policy Statement – 2009-2010

Kim Chism Jasper 417-276-8806 ext. 429 kjasper@stockton.k12.mo.us

Course Description:
English III is designed to help students improve communication skills, including reading, writing, speaking, listening, observing, using electronic media and thinking. Activities in the class are directed toward all areas of communication, with special emphasis on the reading process, the writing process and thinking. We will do much reading, writing and discussing as we look at American dreams and American voices, past and present, and how our individual dreams and voices fit into the American culture.

Texts and Videos:
The Language of Literature: American Literature, Daybook of Critical Reading and Writing, The Crucible, Of Mice and Men, Ethan Frome, Fahrenheit 451, The Adventures of Huckleberry Finn, Narrative of the Life of Frederick Douglass, Nickel and Dimed, Spoon River Anthology, Our Town, Bradleyville: My Hometown, First They Killed My Father, Anthem, Time, Upfront, various poetry, excerpts from various texts. Literature circles book choices vary. Video excerpts: Of Mice and Men, The Crucible. Complete videos: I Have a Dream, Dead Poets Society

Required Materials:
ring binder, 5 divider tabs, 3 brad folders, ruled paper, pens/pencils, highlighters, 3x5 index cards. Flash drive

Course Requirements:
This course emphasizes reading, writing, thinking and class discussion. You should come to class having read any assignment given and be prepared to discuss it. Your oral participation, using standard English, is especially important. In addition, you are expected to read books on your own throughout the year. Since writing is an important component of the class, you are expected to keep up with the various steps of the writing process.

Written tests are rare, although not unheard of, and generally focus on vocabulary, literary terms, authors and works, and other general knowledge items. Projects are a major part of this class. Sometimes you will work individually; sometimes you will work in groups. Projects are assigned well in advance, and you are advised to use your time wisely in order to submit them on time.

Plagiarism/Intellectual Theft:
If you turn in someone else's work as your own or closely paraphrase the work of another writer (or student) and present it as your own without source citation, you will receive no credit for that assignment. Continued plagiarism may lead to failure in the course. Taking excerpts off the Internet and using them as your own is plagiarism. You must give credit to others for their ideas and quotations.

The school's policy on cheating or plagiarism follows:

- First offense: Student will receive a zero on work submitted and/or receive detention, Saturday School, in-school suspension and documentation in the student's disciplinary record.
- Second offense: Student will receive a zero on work submitted and receive 1-10 days out-of-school suspension.
- Third offense: Student will receive a zero on work submitted and receive 5-10 days out-of-school suspension.

Deadlines

Major writing assignments and projects generally may be turned in any time during the day they are due as long as they are submitted into the corresponding class folder before the last bell rings. (Some exceptions exist.) You will need to save digital copies of your work. You will be required to type most assignments.

No late papers are accepted for daily work. Late projects and writing assignments accrue a penalty of 20 percent if turned in a day late; after being a day late, projects and writing assignments are not accepted. If an assignment is due on a Friday, it cannot be turned in late.

Because you are expected to improve your skills, major writing assignments often, though not always, may be revised. However, be advised that time runs short each grading period, and you will not want, nor have the time, to revise everything. Also you cannot revise what has not first been turned in. I reserve the right to return any work deemed unsatisfactory for a revised grade.

If you are absent with an acceptable excuse, you still are expected to turn in assignments or take tests on the day you return if the assignment was made in advance. If you are on a school trip when a writing assignment or project is due, you still are responsible for turning in the assignment that day. You may e-mail the assignment or put it in the class folder. I will respond to your e-mail, letting you know an assignment has been received. If you plan to be absent at the end of a quarter or semester, you must turn in the work prior to the absence; I accept no late assignments at the end of the quarter or semester.

Making Up Work:

You are responsible for all material presented in class, including any handouts distributed. Handouts, with your name on them, generally are placed in the tray by the door. You also are responsible for making up any work you missed. You should consult your class calendar and a classmate about work missed. Do not use the makeup sheets from the office unless you will be gone for an extended period. If you will be gone for an extended time (for contests, trips, etc.) please see me about getting assignments before you leave. You should not use class time to visit with me; you should make an appointment.

If you need help with assignments (or need to take quizzes or tests) that were given while you were absent, you will attend the weekly catch-up session at 7:30 a.m. on Friday or set up an appointment. (If the school calendar calls for a shortened week, the last day of the week generally will be the time for the catch-up session.) You are not to interrupt class (either yours or others) asking questions such as "What did we do yesterday?" or "Did we do anything when I was gone?" Always check first with a classmate.

Special Learning Needs:

Please inform me if you have any learning needs which require special accommodation. I am happy to individualize student work when appropriate.

Conferences:

I am available for conferences by appointment. You also may e-mail me at any time.

Tips for Success in Class and in Life:

1. Show up on time.
2. Be prepared.
3. Be present and positive.
4. Show respect.
5. Listen.

Grading:

Quarter grades are calculated by percentage from the total points offered. Semester grades are averaged using the two quarters' letter grades or total points, whichever is higher. If on any test, composition or project you believe that you have been treated unfairly in scoring, call this to my attention at once.

96-100	A (No A+'s are given)
90-95	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-63	D-
0-59	F

If a grade is borderline at the quarter or the semester, your participation, general attitude, willingness to work and continual improvement usually will result in the higher grade. However, grades are not rounded automatically to the highest grade.

Note the three-week grade check dates. On those dates, grade sheets are sent home with students:
MLC Professional Day – no classes, Sept. 4
Labor Day – no classes, Sept. 7
Three-week grade check, Sept. 9
Black Walnut Festival – no classes, Sept. 25
Three-week grade check, Oct. 5
First quarter ends, Oct. 14
Parent conferences (4-7 p.m.), Oct. 20
Parent conferences (4-7 p.m., Oct. 22
No classes, Oct. 23
Three-week grade check, Nov. 9
Thanksiving break – no classes, Nov. 25-29
Three-week grade check, Dec. 7
First semester ends, Dec. 18
Semester break, Dec. 21-Jan. 3
Second semester begins, Jan. 4
MLK Day – no classes (snow day # 4), Jan. 18 (Communication Arts Day at Barnes and Noble)
Three-week grade check, Jan. 27
Presidents Day break – no classes (snow day #5), Feb. 12-15
Three-week grade check, Feb. 22
Third quarter ends, March 11
Break – no classes, March 12-15
Three-week grade check, April 7
Break – no classes (snow day # 6), April 2-5
Three-week grade check, May 3
No early release, May 19
Second semester ends, May 21 (early release 11:30 a.m.)

I have read through and understand the English III policy and grading scale:

Student printed name and signature/date _____

Parent/Guardian signature/date _____

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English 110 Writing I
Adapted from Dr. Ken Gillam
Director of Composition in the MSU English Department

Kim Chism Jasper • kjasper@stockton.k12.mo.us • 417.276.4537

Required Texts:
Seeing and Writing 2. McQuade and McQuade Bedford/St. Martin's, 2003. ISBN: 0-312-40004-7
They Say I Say. Graff and Birkenstein. W.W. Norton & Co. 2006. ISBN 13: 978-0-393-92409-1
A Writer's Reference, 5th ed. Hacker. Bedford/St. Martin's, 2003. ISBN: 0-312-41262-2

Necessary Materials:
A separate notebook (brad folder) your Writer's Notebook
A number of 2-pocket folders
Computer access, word processing software, printer, flashdrive

Course Description:
- Critical reading and writing skills applicable to writing within and beyond the college community. Emphasis on composition processes, argumentation of diverse issues, and collaborative learning, such as peer review.

Course Goals:
1. Develop a rhetorical understanding of writing, including how purpose, audience, the rhetorical situation, voice, tone, and genre conventions affect writing choices.

2. Develop a fuller understanding of the student's own writing process, practicing a range of strategies for composing, drafting, and revision.

3. Develop critical reading and writing skills, including writing as a mode of learning and active reading, where scholarly annotation and written reading responses amplify the reading process. Students will also learn to synthesize sourced material with their own argument and understand how the concepts of audience and authority interact with this process.

4. Develop knowledge of writing conventions, including common forms of academic writing. Students will practice appropriate means of documenting their research using a style such as MLA, and also control surface features such as syntax, punctuation, and spelling.

5. Increase the unity, coherence, cohesiveness, and clarity of student writing through editing for effectiveness in global and paragraph organization, sentence structure, word choice, and style. Students will also learn the difference between editing and revision by utilizing both processes in their writing.

6. Understand the ethics of academic writing, which includes avoiding racist, sexist, or otherwise derogatory language. Students will also learn the norms of academic honesty and the consequences of plagiarism.

7. Develop skills in conducting and evaluating research in order to support and inform their own writing. Students will practice using resources such as libraries, research databases, and the Internet. They will also familiarize themselves with the conventions of *MLA* documentation.

Course Grades:
- Portfolio, 50 percent
- Other work, 50 percent

Participation (attendance, not being prepared, not having read the assignments, not having coursework when it is due, not paying attention, doing work for other courses, goofing off, etc. all affect the participation grade)
Essay Drafts and Peer Reviews/Workshopping
Writer's Notebook, Journals, Homework, Reading (including some AR)

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Course Environment:
English 110 is a highly participatory course. Much of the learning is collaborative. You will be expected to interact with each other, reading and commenting upon your fellow students' writing, helping your classmates develop and express ideas. Individual writing and research, small group activity, critical reading, and discussion are at the center of English 110.

Course Work:
The portfolio carries the greatest weight in your course grade. The portfolio is a collection of work you've done during the semester introduced by a reflective statement

Drafts of your papers will be peer reviewed in class. From these comments, you will revise and turn in papers. These papers will be further revised for your portfolio.

Peer review is integral to the 110 experience. Not only does it train your critical reading skills, it gives you a chance to see how your classmates approached and executed the projects.

The Writer's Notebook is a place you can clarify your ideas, practice prewriting, and ask questions of the texts and of yourself. A good notebook illuminates your interaction with texts. The notebook is a place to explore what you know, what you don't know, and how you think and learn.

Project 1: Simple Object essay
Project 2: Satire
Project 3: Pop Culture or Education essay
Project 4: Letter about Literature
Project 5: Source-based short paper
Project 6: Annotated bibliography
Project 7: Research project
Project 8: TBA

The above projects are subject to change, as is the order assigned.

Academic Dishonesty:
Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf and also available at the Reserves Desk in Meyer Library.

Improper or omitted citation—missing a citation here or there—is not as serious as outright cheating. However, a penalty of the reduction of the project by one letter grade will be assessed.

Intentional plagiarism—cobbling together an essay out of un-cited sources, buying or stealing an essay—is grounds for assigning a failing grade to the project. Instances of intentional plagiarism will be reported to the Academic Integrity Council. More than one instance of intentional plagiarism may result in an F or XF for the course.

Statement of Disability Accommodation:
To request academic accommodations for a disability, contact the Director of Disability Services, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, http://psychology.missouristate.edu/ldc.

Statement of Non-Discrimination:
Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your

right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Dropping a Class:
It is your responsibility to understand the university's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. Oct. 29 is the last day to drop without grade penalty. Dec. 5 is the last day to drop for the semester.

Classroom Etiquette:
The course instructor has original jurisdiction over his/her class and may deny a student who is unduly disruptive the right to attend the class. Students are expected to master the course content in compliance with the syllabus of the course instructor. The student is expected to comply with all reasonable directives of the course instructor. The course instructor may have a student administratively withdrawn from a course upon showing of good cause and with the concurrence of the department head. The appeals process in case of such administrative withdrawal shall be as stated in the academic regulations under "Grade Re-evaluation Based on Performance."

Cell Phone Policy (on MSU campus)
As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

College English – Week of Jan. 25-29

Monday, Jan. 25

- Episodic writing assignment
- TTTC discussion
- Poetry assignment discussion

Tuesday, Jan. 26

- Observation paper examples/discussion
- Observation idea due

Wednesday, Jan. 27

- Writing work

Thursday, Jan. 28

- Four poems due (catchphrase, what the _____ knows, limerick, question to question)
- Episodic writing due.

Friday, Jan. 29

- Poetry activity (ballad)

Monday, Feb. 1 – Observation Day

✓ Optimist essay Jan 29
✓ Reading Jan. 30

Vietnam "reports"

College English – Week of Feb. 1-5

Monday, Feb. 1

- Observation Day

Tuesday, Feb. 2 (Groundhog Day)

- Observation notes due/class discussion
- 6th hour (catch up from Friday (ballads)
- Experimental poetry

Wednesday, Feb. 3

- TTTC finished.
- Vietnam "reports"
- "Ballad of the Landlord"

Thursday, Feb. 4 (Group Picture Day)

- Work on ballads/experimental poems
- Work on observation piece (due Feb. 10)
- Look for poems/art work for analysis.

Friday, Feb. 5

- Catch up
- My Turn essay examples

Upcoming Due Dates:
Feb. 10: Observation piece
Feb. 18: Poetry due
Feb. 24: Poetry/Art Analysis
March 3: My Turn essays

College English – Week of Feb. 8-11

Monday, Feb. 8

- •Finish Vietnam reports (sixth hour)
- •TTTC Quaker Reading
- •TTTC Questions for Discussion
- •LAD/WHoF scholarship opportunities
- •Sonnet
- •"Ballad of the Landlord"

Tuesday, Feb. 9

- •Starry Night
- •My Turn examples

Wednesday, Feb. 10

- •Catch up

Thursday, Feb.11

- •Catch up

Friday, Feb. 12 (No classes)

Monday, Feb. 15 (No classes)

Upcoming Due Dates:
Feb. 10: Observation piece
Feb. 18: Poetry due
Feb. 24: Poetry/Art Analysis
March 3: My Turn essays

College English – Week of March 1-5

Monday, March 1
- LAD/My Turn work
- Accept blog invitation and respond
- Anthology work

Tuesday, March 2
- Continue class work on papers due Thursday

Wednesday, March 3
- Name class anthologies/assign covers

Thursday, March 4
- LAD/My Turn due
- Anthologies due

Friday, March 5
- Catchup work/LAD entries
- WHoF scholarship work

Monday, March 8
- Respond on blog (25 points)
- I Am From poem

Tuesday, March 9
- Early release
- Writers Hall of Fame scholarship packet due

Wednesday, March 10
- Attend all day
- Milk Mustache contest deadline

Thursday, March 11
- Finish I Am Poems, if necessary
- Relax

Friday, March 12
- No classes

Monday, March 15
- No classes

Contests/Scholarships
Writ
Free Write
Voice
Milk Mustache
- See site

Milk Mustache site
$7500 Scholarship
3.2 gpa
two parts portfolio

College English – Week of March 16-19

Monday, March 15 – No classes

Tuesday, March 16

- Macbeth (language background/insults/tossing lines/setting)

- Continue reading Night.

Wednesday, March 17

- Macbeth (circle reading)

Thursday, March 18

- Macbeth – Act I (film versions too)

Friday, March 19

- Macbeth

Upcoming Due Dates

Check the blog and make a comment based on the new information posted.
Finish Night by next Thursday.

College English – Week of March 22-26

Monday, March 22

- Subtext skits
- Act I, Scene 1 on video
- 3rd hour catch up on reasons to kill/plot to kill

Tuesday, March 23

- Begin Act II

Wednesday, March 24 – Meeting Day

- Read Night
- Doodle4Google information
- Night blogging – respond to questions and make a comment on someone else's comment.

Thursday, March 25

- Finish Act II/Start Act III

Friday, Nov. 26

- Act III
- Finish Night

College English – Week of April 6-9
Celebrating National Poetry Month with a Poem a Day!

Monday, April 5

- No classes

Tuesday, April 6

- Finish *Macbeth*
- Sixth hour – vote on freshman poetry
- Quiz on *Night*
- Sestina
- Macbeth To the Tune of …

Wednesday, April 7

- Metapoetry
- Discussion of *Night*; assignment (due Monday, April 12)

Thursday, April 8

- 10 Minute Macbeth
- Test review
- "I Never Saw Another Butterfly"

Friday, April 9

- The Tragedy of Taking a Macbeth Test
- Catch up; reading

Upcoming Items:
Night assignment due, April 12
Sestina due, April 14
Macbeth Theme due – Friday, April 16

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Rationale

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Katie Peyton

Introduction

The Absolutely True Diary of a Part-Time Indian (2007) by Sherman Alexie is a moving and relatable book for young adults. It is the story of Junior, a hard luck teenager who lives on the Spokane Indian Reservation and makes the decision to attend the more affluent high school in the farm community of Reardan. Arnold "Junior" Spirit teaches us lessons about courage and the strength it takes to succeed when so many are rooting for you to fail.

The novel deals with the issues involved when a Native American attends an all white school. According to *The Statistical Abstracts of the United States* (United States Census Bureau, 2004), American Indians are the lowest percentage in all categories of racial groups holding Associate's, Bachelor's, Master's, Doctor's, and First Professional Degrees. In 2005, 1.2% of those holding an Associate's Degree were American Indian, 0.7% in the Bachelor's Degree category, 0.6 Master's, 0.5 Doctor's, and 0.6 First Professional. At the same time, the percentage of those holding those degrees, respectively, that were white were 68%, 72%, 66%, 57% and 72%. Such a large disparity in the numbers is evidence to the need for higher education for American Indians. Junior's struggle at Reardan speaks to this troubling statistic.

The 2007 *National Book Award* winner for Young People's Literature in the United States is an inspiring masterpiece about maintaining a balance between where you've come from and where you're going. Junior must deal with three deaths and a soap-opera-like basketball season during the course of the novel, which also was hailed as a Best Book by *Horn Book Fanfare* (2007), *Kirkus Book Review Stars* (2007), Publishers Weekly Best Children's Books (2007), and *School Library Journal Book Review Stars* (2007). Parents will praise the novel for the outstanding lessons it will teach their children, shown by its reception of the *National Parenting Publications Award* (2007). In February of 2008, it was nominated for the 2008 Los Angeles Times Book Prize in Young Adult Fiction. Additionally, *The Absolutely True Diary of a Part-Time Indian* won these awards:

- 2008 Book Sense Book of the Year Children's Literature Honor Book
- 2008 Pacific Northwest Book Award
- 2008 American Indian Library Association American Indian Youth Literature Award
- *The New York Times* Notable Children's Books of 2007
- Los Angeles Times Favorite Children's Books of 2007
- Amazon.com Best Books of 2007
- Barnes & Noble 2007 Best for Teens
- The Bulletin of the Center for Children's Books Blue Ribbon Winner

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- Kansas City Star's Top 100 Books of the Year
- Literature for Today's Young Adults, Honor List 1980-2007

Sherman Alexie is surely a well-respected author today. His first attempt at young adult literature was a success with *The Absolutely True Diary of a Part-Time Indian.* Previously, Alexie has garnered the following awards:

- 2007 Western Literature Association Distinguished Achievement Award
- 2005 Pushcart Prize for poem "Avian Nights," published in *Dangerous Astronomy*
- 2003 Regents' Distinguished Alumnus Award, Washington State University
- 2001 PEN/Malamud Award from PEN/Faulkner Foundation
- 2000 Honorary Degree from Seattle University
- 1999 Honorary Degree from Columbia College, Chicago
- 1999 *The New Yorker:* 20 Writers for the 21st Century
- 1998-2001 World Heavyweight Poetry Champion
- 1998 Tacoma Public Library Annual Literary Award
- 1996/97 Florida International University Poetry Competition winner for "Inside Dachau," published in *The Summer of Black Widows*
- 1996 Granta Magazine: Twenty Best American Novelists Under the Age of 40
- 1995 Chad Walsh Poetry Award
- 1994 Lila Wallace-Readers Digest Writers' Award
- 1994 Washington State University Distinguished Alumni Award
- 1993 Ernest Hemingway Foundation Award Citation
- 1992 National Endowment for the Arts Poetry Fellowship
- 1991 Washington State Arts Commission Poetry Fellowship

(Falls*Apart*.com)

New York Times book reviewer Bruce Barcott (2007, November 11, p.39) praises *The Absolutely True Diary of a Part-Time Indian* as Alexie's "...best work yet." The writing by Alexie and drawings by Ellen Forney are witty and moving. The book can become less like reading and more like listening to a friend's story. Junior is so like people everyone has known to struggle through something. Since the novel is supported by fourteen positive reviews, it should be made available in all classroom libraries for young adults to read and experience because of its relation to their lives and literary excellence.

Plot Summary

In his first book for young adults, Sherman Alexie tells the story (loosely based on his own childhood) of Arnold Spirit (or "Junior"). He lives on a Spokane Indian reservation with his alcoholic father and paranoid mother. After being born with too much cerebral fluid, he lives his life on the "rez" with constant risk of seizure and other minor health problems. He's constantly picked on, his family has no money, and his best friend (a dog) gets shot when he is sick. Other than that, he's a normal reservation teen.

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When Junior starts high school, he is most excited about math class. He even says, "I have to admit that isosceles triangles make me feel *hormonal*" (Alexie, 2007 p. 25). When he receives his textbook, he rushes to open it, only to find the name of his mother written on the inside cover. Appalled at the injustice of having a thirty-year-old math book in his failing rez school, he launches the book toward the front of the room, breaking the nose of his ancient geometry teacher.

Instead of taking his anger out on Junior and suspending him from school, Mr. P gives him a talk about life on the rez and encourages Junior to get out while he still can. Inspired by this, Junior decides to transfer to the big, all-white, farm high school, Reardan.

Facing a tumult of rage from his Indian friends and neighbors, Junior makes the trek to his new, fancy high school, where the mascot is a racist characterization of an Indian. However, since his family is poor and sometimes can't afford the gas, he must hitchhike or even walk the 22-mile commute. Although the white kids make fun of him at first, Junior quickly makes a name for himself. He gets a beautiful, white, semi-girlfriend, a nerdy best friend, and scores a spot on the varsity basketball team with his shooting prowess.

Meanwhile, his older sister is jealous that Junior left the rez and makes a hasty marriage to a Montana Indian and moves to his trailer. His old reservation friends (including his feisty, ex-best friend, Rowdy) earn the number one ranking in the state for their small school basketball team. Junior must also come to terms with the tragic and accidental deaths of his grandmother (killed by a drunk driver) and family friend, Eugene (who was shot fighting over the last sip of wine in a bottle).

However, he manages to get into the swing of things at school. He learns to balance the halves of himself that are white and Indian by playing on the basketball team, being the star of the Winter Formal dance, and drawing many cartoons (illustrated by Ellen Forney) to escape from the stress of his education.

A major turning point in the book comes when his basketball team must play in the championship against his old reservation school and Junior is the catalyst for their victory. He is jubilant until he realizes that the reservation kids have probably worked harder than he has. They probably haven't eaten all day and have alcoholic and drug-addicted parents. Junior gets sick in the bathroom.

Then he finds out his sister has died. She passed out in her trailer after a party and died in a fire caused by a hotplate. He is picked up at school by his father and driven back to the rez for the third funeral that year.

After the funeral and the end of the school year, Alexie masterfully brings Rowdy and Junior back together at the small basketball hoop on the rez. Junior invites him to come to Reardan next year, but Rowdy knows he will not succeed there. Junior comes to the realization that he will not be happy unless he lives off the rez so he must stay at Reardan. Although they won't be together forever, they know they will still be friends.

Literary Qualities and Summary of Reviews

According to Dorothy Petitt's (1961) criteria for judging a work of fiction as a literary work, explained in her dissertation, *The Absolutely True Diary of a Part-Time Indian* by

Sherman Alexie qualifies as a literary work. Because of this qualification, the novel is worthy of inclusion in school classrooms and libraries.

Firstly, *The Absolutely True Diary of a Part-Time Indian* is a novel of substantial length. This length of the book provides ample time for change in the story. Junior starts out as dependent of the rez for his livelihood and relations, but ends as being free from their control. The structure of the book, prose with cartoons, protects and does not take away from what Petitt calls its "vital qualities" (1961, p. 128). In fact, the art is one of the most vital qualities of the book, and perfectly compliments the writing. Additionally, the work is an invented story, although loosely based on Alexie's childhood on the Spokane Indian Reservation. The drawings by Ellen Forney are also what make this novel particularly unique and set it apart from others in its genre. Values in the novel are communicated well. Junior learns to listen to his heart and to do what is best for himself.

Next, the novel is definitely a unified work because all aspects work together to present the message. The plot, the writing style, the drawings, the characterization, and the dialogue all present the story of Arnold Spirit. The totality of the novel is also achieved through alternatives. The reader is constantly thinking about Arnold's options. It would certainly have been an easier year for him if he had stayed at Wellpinit High, rather than transfer to Reardan. But through the possibility of this alternative, we learn more about Arnold's life and his decision to leave the rez. At the end of the novel, when Junior makes his decision, he knows he will miss Rowdy and his family, but he must make the choice to leave.

The theme of *The Absolutely True Diary of a Part-Time Indian* is a "facet of the general theme of all fiction—the individual in society" (Petitt, 1961, p. 129). The book is about Junior and the trials he faces while navigating society. He must learn to become himself in the face of all the people and ideas working against him. While the theme is a part of a broader issue, it is unique because Junior is a unique character. Not much other fiction deals so artfully with life on an Indian reservation or with teens transferring schools at such a difficult time. The theme is skillfully developed by Sherman Alexie because the main character, Arnold Spirit, speaks to a universal truth, that you must find out who you really are and act on that discovery. Also, this theme can be understood by all members of our society because all of us have felt drawn in more than one place at once or to become more than one thing. This mythic kinship is developed by the witty writing of Alexie and the creative drawings by Forney. The theme is also developed rhythmically by Alexie and Forney because of the repetitions of characters (alcoholic Indians), characterization of Junior (his disbelief that life can be so unfair at the rez) and the action (the commute to Reardon every morning and afternoon).

The plot of *The Absolutely True Diary of a Part-Time Indian* links the inner and outer experiences (p. 129) of Arnold. While transferring schools, making friends there, and joining the basketball team, he must deal with external obstacles, such as the weather and his poverty; and the internal obstacle of dealing with both halves of himself. The many events of the plot reveal the characters' personalities and thoughts (p. 130). For example, when Junior decides to transfer schools, this causes his older sister to marry an Indian from Montana and move into his trailer. Around that time, his best friend punches him in the face. Both of these reactions show that the people around Arnold are not to happy about his transferring to Reardan. At the same time, the characters don't simply respond to the events in the plot, they create them (p. 130). Junior decides to switch

schools, and he decides to go out for the basketball team. Foreshadowing is also present in this book, which helps to make it coherent (p. 130). When Junior makes his decision, he says, "Shoot, I figure that my fellow tribal members are going to torture me" (Alexie, 2007, p. 47).

The point of view of the novel is first person, Arnold's point of view. Throughout the novel, Arnolds speaks the action to us, referring to himself as "I." This is made clear from the beginning. This is a convincing choice, especially with the additions of Forney's cartoons, which are also from Junior's point of view. Since Alexie has chosen first person, he must achieve "unity, immediacy, and significance while compensating for the limited authority" (Petitt, 1961, p. 130). He succeeds in doing so by including information gradually about the other characters. We find out about his family and why they act the way they do and he gives us insight to the rez. He also makes guesses about why things happen the way they happen. He understands why the huge football players at Reardan back down after Junior lands a punch on one of them (Alexie, 2007, p. 65). Arnold, the single person telling the story, is a believable individual. He has fears, hopes, flaws, and failures along with his successes. He is creative, witty, and straightforward. These characteristics make him a believable teenage boy.

Arnold "Junior" Spirit is a very developed character. We learn about him first by what he looks like and what his ailments are. We find out more when he tells us about himself and where he lives through the pictures he draws. The reader also learns about Junior by his actions. He is the star of the basketball team, he bravely faces the winter formal at his school wearing an ancient suit, and he drudges tirelessly to school every day he's able. We find him tenacious, funny, and observant. Junior is so well-developed that we know he exists independently of the plot. Even before the timeline of the story begins, we know he's led an interesting life on the rez in which he's been ridiculed and beaten up. He's persevered through that, so we know he can make it through anything.

Alexie definitely knows the future of his character. This is partially because the book is based only on his own life, so he knows how Junior is feeling when he's thinking of leaving the rez, he may even know where Junior travels and what he grows up to be. This is solidified in the last chapter, when Junior discusses his plans with Rowdy, who says, "I always knew you were going to leave. I always knew you were going to leave us behind and travel the world" (2007, p. 229). We know that Junior will have success in his future.

The dialogue in *The Absolutely True Diary of a Part-Time Indian* is mostly "reserved for culminating scenes" (Petitt, 1961, p. 20). Junior mostly narrates what he's thinking about or what's going on at Reardan throughout the book, largely aided by the cartoons. When something pivotal in the novel happens, there's dialog, like the final scene discussed above between Rowdy and Junior. Since dialog is so rare, it is important to the reader when it happens. When Junior's father comes to pick him up from school after his sister dies, they have one of their only conversations in the book. It's about death and love and the future and is one of the most meaningful conversations he'll ever have.

While all of these criteria make *The Absolutely True Diary of a Part-Time Indian* a worthy novel, many reviewers have added their praise.

In *The Horn Book Guide*, Roger Sutton (2007, September/October) recommends *The Absolutely True Diary of a Part-Time Indian*, explaining that Junior is a witty and brave teenager and that Alexie's writing is a wonderful combination of comedy, dramatic monologue, and verse. The bicultural aspects of Junior's story and his cartoons will draw young adults to the novel. (p. 563-564)

In an article in *PrintMag*, Jami Attenberg (2007, p. 16) sheds light on the working relationship between Alexie and Forney. She highly recommends *The Absolutely True Diary of a Part-Time Indian* as being highly creative with "sharp voice." She explains that the long-distance correspondence between Alexie and Forney was beneficial in creating the personal voice of Arnold Spirit.

A *Publishers Weekly* (2007, August 20) reviewer praises *The Absolutely True Diary of a Part-Time Indian* as emotionally gripping and a thrilling encounter with a teenager struggling with his identity. Alexie's writing and Forney's cartoons carry the novel. (p. 70)

In *Booklist,* Ian Chipman (2007, August) suggests that younger teens will take inspiration from Junior when they want to gain strength in difficult situations. He also declares the cartoons to be an insightful addition to the novel. (p. 61)

A *Kirkus Reviews* (2007, July 15) reviewer praises Junior's basketball game against his former rez teammates as a symbolic and meaningful aspect to the book. A key point of the book comes when Junior realizes he is part of many other tribes of people, who share his common interests. (p. 723)

New York Times book reviewer Bruce Barcott (2007, November 11) recommends Alexie's novel for ages 12 and up. He explains that Alexie grew up on the Spokane Indian Reservation and uses much of his own experience in *The Absolutely True Diary of a Part-Time Indian*. He praises Junior's courage for coming from such a poor and downtrodden family to succeed at a better school than the one on the rez. (p. 39)

For *Voice of Youth Advocates* (VOYA) Jenny Ingram (2007, August) writes that readers will learn new information about Native American culture and the inner-workings of life on the rez. She also recommends it for classroom teachers, who will find a lot of substance for classroom discussion. (p. 233)

Paula Rohrlick (2007, September), in a *KLIATT* review deems *The Absolutely True Diary of a Part-Time Indian* as an exceptional book. She points out that all the death and despair Junior has had to face helps him become a brave member of the outside community, while knowing that those in the rez still care for him. (p. 6)

During an *All Things Considered* broadcast for National Public Radio Alan Cheuse (2007, October 1), honored the novel as a surprising book for young adults and explains its relevance to all teenagers. Cheuse knows that Junior must get off the rez if he is to survive.

A *teenreads* reviewer, Jana Siciliano (2007), gave the novel additional praise, explaining that the writing really allowed readers to enter the mind of Junior. She compared the *The Absolutely True Diary of a Part-Time Indian* to S.E. Hinton's *The Outsiders*, in that they both speak to students who are not exactly mainstream or popular.

A *Kirkus Reviews* (2007, December 1) reviewer praises the guts of the book as one that "celebrates being your individual self." All of us must go through the process of figuring out who we really are, and what groups we belong to, as Junior does (p.4).

In *USA Today* Whitney Matheson (2007, October 18) recommends *The Absolutely True Diary of a Part-Time Indian* for readers of all ages. Explaining that many students will identify with Junior, who struggles with his adolescence. (p. 4D)

In another review for *VOYA*, Daniel Antell (2007, August) explains that Alexie's novel would definitely appeal to young adult males, especially those interested in reservation life. He highlights the drawings in the book as one of the highlights. (p. 233)

Theoretical Support and Redeeming Values

Many theorists have identified qualities young people should develop. Literature often serves as a means to teach young people the skills they need to lead successful lives as adults. The lessons Arnold Spirit teaches readers are extremely valuable. This section will uphold *The Absolutely True Diary of a Part-Time Indian*'s literary values by explaining how the novel can be used as a teaching tool for young adults through the writings of Louise Rosenblatt (1978 and 1983), R. J. Havighurst (1972), Lawrence Kohlberg (1969), Erik Erikson (1968), Reo Christenson (1988), Ross and Olsen (1993), and The Ohio Department of Education (1990).

Louise Rosenblatt's (1983) *Literature as Exploration* explains the relationships many students have to texts and the ways in which readers can expand their scope of knowledge through the reading of literature. One of students' goals in reader literature is to make "fruitful interactions—or, more precisely, transactions—between individual readers and individual literary works" (p. 27). Since *The Absolutely True Diary of a Part-Time Indian* deals with issues such as alienization, struggling to make friends, and poverty, many students could connect their own experiences to the text, as Rosenblatt explains is the first way to experience literature.

Rosenblatt also quotes a study from a New England's women's college that explains that students read novels because it offers an "emotional outlet" for them to "…identify with the experiences of others" (p. 37). Junior is a character that many students would be able to relate to and sympathize with because he is an unexpected hero. His goal (to succeed above the expectations of the rez) is noble, but he does not meet it right away. He struggles to fit in at school, and readers would feel for him. Readers would also sympathize with Junior because of his medical problems. They would realize that just because he looks and acts different, doesn't mean he can't be someone they look up to. Students are also known to value literature "as a means of enlarging their

knowledge of the world" (p. 38). *The Absolutely True Diary of a Part-Time Indian* would do just that because life on Indian reservations is not a subject most young adults know a lot about. They would enjoy reading the book for these reasons.

Students' responses to literature is also affected by the images from media and their idea of society. Since they have an idea of what is right and what is taboo in our society, they will respond either positively or negatively to these aspects of the novel. In our society, we generally value individuals who persevere above difficult circumstances. Junior does just his. He knows that to be what he wants to be, he must try a better school. Students will have a positive response to this, since they know Junior is acting in a way valued by our society. Likewise, students know that factors such as alcoholic parents and unfair school conditions are unacceptable in our society and this, therefore, increases their sympathy felt with Junior.

Rosenblatt also explains that students respond to social pressures to act a certain way. Some of these are contradictory to ways in which children have been raised in the past, so they need new teachings to guide them to be individuals and especially to think independently. *The Absolutely True Diary of a Part-Time Indian* definitely teaches students this. Junior does not "fall back to easier solutions to problems..." (p. 131). If he did, he would be struggling on the rez, instead of succeeding at Reardan. She also wants students to realize that there is a wide range of human activity within our culture that is accepted and "normal." Junior exemplifies this. He is not what most teens would think of as normal or accepted. He is unhealthy, he is witty, he draws cartoons, and he is very honest. In one such moment, he expresses, "Yep, that's right, I admit that I masturbate. I'm proud of it. I'm good at it. I'm ambidextrous. If there were a Professional Masturbators League, I'd get drafted number one and make millions of dollars" (Alexie, 2007, p. 26).

Alexie's novel demonstrates a literary work that students can and will relate to and will use to expand their scope of knowledge and escape to a different place. In another book by Rosenblatt (1978), *The Reader, the Text, the Poem, The Transactional Theory of the Literary Work*, she addresses the relationships readers have to texts. She says they need to take an active part in the transaction of reading, increase their aesthetic reading, and bring their prior associations to the words. *The Absolutely True Diary of a Part-Time Indian* would help readers practice all these skills.

First, they would take an active part in the reading when relating and sympathizing with Junior. They would use what they know about the author, a Spokane Indian; the text, about a struggling teenager; and their own knowledge to create an understanding of the book. Doing all this would help them practice an active role in reading. Secondly, they could increase their aesthetic reading. Aesthetic reading is primarily concerned with what happens during reading. With some encouragement from a teacher, students would begin to realize that all their active reading and interaction with the text would lead them to read *The Absolutely True Diary of a Part-Time Indian* aesthetically. Thirdly, they would bring their prior associations with them about school, losing family members, joining clubs, and making new friends to Junior's story. All of these practices, according to Rosenblatt will cause a reader to transact with a text by "the lived through experience engendered by the text" (1978, p. 155) and create a deeper understanding and relationship with the novel.

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In *Developmental Tasks and Education* by Robert Havighurst (1972), he addresses the "Developmental Tasks of Adolescence" (p. 43). One of these tasks, "Accepting One's Physique and Using the Body Effectively" (p. 51) is one of the many tasks addressed in *The Absolutely True Diary of a Part-Time Indian*. Junior's body is less than perfect. He is prone to seizures, grows ten extra teeth, wears glasses, and is very skinny. This is how he describes himself at the beginning of the book. It is what he is most focused on. We know he becomes tolerant of this body by the end of the book because he is focused on broader issues like the unfair conditions on the rez and what he wants to do with his life.

Another one of these tasks, "Acquiring a Set of Values and an Ethical System as a Guide to Behavior—Developing an Ideology" (p. 69) is also achieved by Junior. In his journey to achieve independence from the rez, he acquires the values of independence and self-worth. He knows he has talents and he wants to develop them further. He knows it is impossible at the rez, and he moves away. Junior shows his readiness to become an adult and address social and political issues by his commentary. He identifies the unfair aspects of his life on the rez and he knows he must work to change them. After his basketball coach tells him he might be able to play at a small college, he asks, "How often do you hear the words 'Indian' and 'college' in the same sentence?" (Alexie, 2007, p. 180). He identifies the problems, and tries to correct what he can.

Junior also goes through the task of "Desiring and Achieving Socially Responsible Behavior" (p. 75). This is especially complicated for him because he must navigate the society of the rez and of the Reardan community. He participates "as a responsible adult in the life of the community…" (Havighurst, 1972, p. 75) of the rez when he stands up for his beliefs. Because the math book at his high school was so outdated and insufficient, he decided to leave. He stood up for his actions. This is a very adult behavior. At the same time, he becomes an adult at Reardan by gaining the "social approval" (p. 76) by some of the most popular students at the high school, Penelope and Roger.

Lawrence Kohlberg (1969) developed stages of behavior in relation to morality in *Stages in the Development of Moral Thought and Action*. In the preconventional stage, human beings try to avoid punishment, and then act in a way that benefits the self. In the conventional stage, they conform to what is thought of as "right," then follow the law of authority, no matter what. Finally, in the postconventional stage, human beings act in a way that they feel is best for the greater good, and finally they are guided only by their own conscience.

Junior goes through many of these stages in the course of *The Absolutely True Diary of a Part-Time Indian*. In the beginning of the book, he lives on the rez and is struggling to get by. This is Stage III: Conformity. He wants to live by the law of the rez to the best of his ability, but just wants to not be beat up every day by bigger, tougher, Indians. In one cartoon in the first chapter, Junior is screaming "Love Me, Love Me!" (Alexie, 2007, p. 6). He is begging to be accepted.

But in the course of the book, he develops his morality all the way to Stage VI: Ethical Principles. His conscience is guiding him. He knows it might be better for his family to stay on the rez, or better for society if he blindly follows their laws that he should be a poor Indian. He ignores these things and acts in a way that will be best for him. His conscience is guiding him to make the long journey to Reardan every day and to

ultimately leave the rez and even the United States. Clearly, Junior's morality has changed dramatically in the course of a year, and he is growing into adulthood.

Erik Erikson (1968), in *Identity: Youth and Crisis*, discusses the advancement of adolescents within the context of both self and communal identities. In the section entitled, "Adolescence," he addresses that many young people view themselves not in a transitory period, as they should, but in their final adult stages. Also, adolescents look for "an opportunity to decide with free assent on one of the available or unavoidable avenues of duty and service" (p. 129). Junior certainly does this because he is testing the limits of adult control of him when he makes his own decision to move to Reardan and succeed on their basketball team.

However, young people also struggle with an inability to make independent decisions about their future occupation and try to fit into the popular and powerful crowd. Adolescents are deeply disturbed by this inability and rush into decisions and relationships that could be based in less than noble intentions. Junior shows us that it is possible to overcome this stage. He does not try to fit in at Reardan. In fact, his standing out is what makes him so popular and helps him form groups of friends. Although he has not yet decided an occupation for adulthood, he knows that he wants to be successful by leaving the rez.

Reo Christenson (1988) addresses the values students should gain from their experiences in public schools. *The Absolutely True Diary of a Part-Time Indian* fosters many of these values through the tale of Arnold Spirit. First, Christenson explains that students should acknowledge the importance of self-discipline through having the strength to do what you believe is correct. Junior does just that in his move to Reardan. His best friend, Rowdy, makes it very clear that he should not move, but Junior does what he believes is best for him by going to the better school.

Junior also goes through some intensely changing moments when he tells the truth to his family and new friends. Many of these times, it's embarrassing for Junior when he reveals truthful things about himself. For the beginning of his time at Reardan, he lied about how poor he was. In December Junior took Penelope, his friend and semi-girlfriend to the Winter Formal. He had to wear one of his dad's old suits to the dance and he thought he looked ridiculous in the rust-colored bell-bottoms. At the end of the evening, Roger asks everyone to get pancakes at a nearby restaurant. Junior hesitates because he doesn't have any money and no ride. His friends cover him and Penelope guesses that he has no money. He admits it and their friendship is cemented. He learns that the truth is always best, as students who read the book also need to know.

Junior also learns, through his time on the basketball team, good sportsmanship. In the beginning, he only wants to crush his former classmates, the Wellpinit Redskins. He realizes at the end that even though they win the game, they do not have good sportsmanship. He feels bad for embarrassing the other Indians, who have not had the opportunities his Reardan teammates have had. All public-school students, even if they do not play sports could learn a valuable lesson from this story.

Ross and Olsen (1993) defined a set of life skills that young adults should gain. *The Absolutely True Diary of a Part-Time Indian* addresses many of these. Junior

demonstrates perseverance in the face of death on his rez. When his grandmother is hit by a drunk driver, he is upset but continues on with his schoolwork. When his friend Eugene dies in an accident, he says, "I felt helpless and stupid. I needed books. I wanted books" (Alexie 171). He drew and read until he felt better. His sister's death at the end of the book is probably the hardest on him when Rowdy blames him for her death. Instead of feeling sorry for himself and moving back to the rez school, he says at Reardan and becomes friends with Rowdy again.

Junior also has a great sense of humor about his situation. The cartoons he draws about his family members and school teachers are hilarious. He points out their flaws, caricatured features, and habits in the space of a page. Even though a lot of awful things happened to him throughout the course of the book, he keeps a positive outlook and continues to draw and go to school. Additionally, Junior has an unexpected ability to make friends at his new school. Penelope and Roger, two of the most popular kids at Reardan, become his best friends. Roger even looks up to him because he manages to beat him at basketball practice. One of his other best friends at Reardan is Gordy, the smart nerd who helps him learn about why his family might be acting the way they are. These life skills will set a positive example for all young students who read the book.

The Ohio Department of Education (1990) has also identified a set of values that students who graduate from their system should have. Arnold Spirit exemplifies many of them. Primary among these is courage. Junior's decision to go to a school outside of the rez was unpopular. He was beat up at night. His basketball team hated him. His sister moved away. The less brave thing to have done would be to give up and go back home. The courage he showed to make an unpopular decision was remarkable.

Secondly, Junior shows an increase in self-respect as the book progresses. In the first chapter, we learn about how much he disliked his body. He was prone to seizures, had bad teeth, glasses, and huge feet. As the book goes on, he hears much less about his body and much more about the friends he is making and the activities he is participating in with them. He respects his own decision to move to Reardan and his ability to patch his friendship with Rowdy.

Third, Junior shows courtesy to his classmates at Reardan. They are rude to him on his first day there. They pick on him and tell him to go back to the rez. Although he is scared, he treats them with respect. He is nice to Gordy and Penelope and they become his friends. He also shows courtesy to other Native Americans who live on the rez. After his team beats Wellpinit in the basketball game, he does not gloat over the victory. He remains part of their community. This courtesy is one of Arnold's most popular traits. His value system is one that many school-aged students will look up to.

Various experts on the themes in the novel are also vital to understanding why *The Absolutely True Diary of a Part-Time Indian* should not be banned. Junior must deal with growing up, leaving home, and dealing with death in the course of the novel. Adolescents who read this book are also going to be dealing with similar issues.

First, Pascale Beaupré, Pierre Turcotte and Anne Milan (2006) described the "launch" that takes place when a child first leaves the home of their parents. If the launch is successful, young people do not come back to live with their parents. In the case of Arnold Spirit, it is more of a launch from the community that raised him that a launch of

independence from his parents. Just the same, he is experiencing the key steps to independence when he succeeds at Reardan.

In "Regret For What Not Has Been. Education, and From Now You're on Your Own," Bert Lambeir (2004) explains that although all young people are educated today, not all are successful in the move from the home. In fact, leaving home often threatens the relationship between parent and child. Junior is resented by his parents and sister when he moves to Reardan and their relationship becomes strained because of the time spent away from the rez and the cost it takes for Junior to get to school every day. Students will benefit from reading this because they must go through a similar transition in their lives.

In an article in *District Administration* (2005), a magazine about school district administration, the authors claim that the more students change schools, the more likely they are to drop out and fail at school. Junior, as a transfer student, is at a high risk of this. Districts can adopt policies that help students like Junior to succeed. Unfortunately, most students like Junior are likely to fail. He is a model of success at Reardan.

Another major issue Junior must encounter is death in his family and on the rez. In "Coping with Bereavement," Robert Hansson and Margaret Stroebe (2007) claim that younger people have a more difficult time dealing with the death of a loved one that older people, who are less changing in their emotions. Although Junior is young, it is evident in this article that the more prepared one is, the more likely they are to cope well with bereavement. Since Junior has so much experience, he is a great example of someone who successfully copes. Readers of this novel will experience the grief through Junior.

Cliff Marshall (2004) examines his time as a young man on a Indian Reservation school in "Emergence." He explains that all students in America get great opportunities to succeed in schools, but American Indians are struggling. He went to a school where nearly 70% of students dropped out each year. This speaks to the extremely poor conditions Junior was accustomed to at his Wellpinit school. He knew, as Marshall did, that he should get out. Since Native American students are not understood by their white teachers, it is difficult to educate them. When students read *The Absolutely True Diary of a Part-Time Indian,* they will understand that not all people in the United States have the same opportunities of education.

Objectives, Teaching Methods, and Assignments

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie deserves to be a novel included in a classroom because of the merits previously discussed. The following are activities that could be used to incorporate the novel into a curriculum based on the Academic Content Standards for the state of Ohio (Ohio Department of Education, 2004); benchmarks for grades 8-10 will be used for demonstrative purposes.

Ohio Department of Education (2004) Objectives:

- Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard.

- Benchmark A: Apply reading comprehension strategies to understand grade appropriate.

- Indicator 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

- Reading Applications: Literary Text Standard.

 - Benchmark B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.

 - Indicator 2. Analyze the influence of setting in relation to other literary elements.

- Writing Applications Standard.

 - B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.

 - 2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

Possible Teaching Activities:

1. To analyze the characters in the story, students could make a facebook or MySpace for that character. They would need to include information about the character such as where they live, their interests, who their friends are, etc. Students could complete this individually or in groups and should be prepared to share their work with the class.

2. Students who are artistically inclined should have the opportunity to add to the drawings by Forney that are already in the book. They should try to imitate her style so that it "fits" in with the rest of the book. Drawings could include depictions of Junior's walk to school, his basketball game, or his friends at Reardan. These drawings will greatly add to students' understanding of the text.

3. In groups, students could role play several of the most poignant scenes in the book. They would enjoy the moment after the winter dance when Junior must confess to being poor or when the TV interviewer talks to Junior before the big game. When students take on the lives of a character, they understand a little bit about what it is like to be that character and gain an understanding.

4. To further understand the relationship between some characters, students could write letters from the point of view of a character. If they wrote from Junior's perspective, they could write to his sister after her death or to Penelope during the course of the year. This would give students practice writing and help form their relationship to the text.

Discussion or Essay Questions:

1. Junior goes through a big change in his life when he decides to go to Reardan. Write about a time you made a brave decision and it turned out well. What were you scared of? How did you feel? What helped you make the choice?

2. Go back and reread Chapter 1, "The Black Eye of the Month Club." What do you know about Junior at the end of the book that you don't know during this chapter? What does it reveal about his character? What is your favorite part of this chapter and why?

3. How did you feel about Arnold Spirit? What do you admire about him? What makes you uneasy about him? What would you have done in his place?

4. There are a lot of drawings in this story. What do they add to the book? What is your favorite drawing and why? How would you feel about this book if there were no drawings?

5. What did you learn from reading this book? How will it change the way you act in your daily lives?

Possible Objections

Since groups which protest literature have similar arguments against most books, it is valuable to identify which elements in *The Absolutely True Diary of a Part-Time Indian* will be used as means to censor it in classrooms. Edward B. Jenkinson (1986) lists sixty targets frequently used in, "Appendix A: Common Targets of Censorship." The following are possible objections to *The Absolutely True Diary of a Part-Time Indian* using Jenkinson's targets:

8. Portrayal of conflict between children and persons in authority (p. 70)
 - When Junior receives the outdated math book, he throws it at his teacher in defiance.
 - Junior makes several negative comments about his parents. He is unhappy with his father's alcoholism and his mother's complacency.

9. Questionable language (p. 70)
 - Junior frequently makes use of words such as "balls," "faggot," "gay," and "masturbation."

16. Ethnic studies (p. 70)
 - Since this book is about a minority culture, Spokane Indians, it could be perceived by protesters as "un-American."

17. Violence (p. 70)
 - Junior is beat up while he lives on the reservation because of his physical appearance. He is also beaten after he moves to Reardan.
 - The novel includes a section entitled, "The Unofficial and Unwritten Spokane Indian Rules of Fisticuffs" (p. 61) which includes rules of fighting that Arnold is accustomed to.

18. Sex education (p. 70)
 - In several sections of the novel, Arnold Spirit refers to masturbation and the sex act.
 - In a discussion with his friend, Gordy, he discusses male erection and its cause.

24. Negative statements about the American tradition (p. 70)
 - In some sections of the book, Junior discusses the state of Native Americans. These statements reflect negatively on the United States government because of their treatment of American Indians.

32. Death education (p. 71)
 - The novel includes descriptions of how Junior dealt with the deaths of his grandmother, Eugene, and his sister.

52. Depressing thoughts (p. 71)
 - Junior states that he has been to forty-two funerals in his fourteen years of life.
 - He makes several depressing statements about the racist white people he knows and the poor state of Native Americans.

Why *The Absolutely True Diary of a Part-Time Indian* Should Not Be Banned

Public schools in the United States are constantly under fire from various organizations and parents of students who want a stake in classroom curriculum. English teachers, especially, must be very careful when assigning books for their classroom that contain any sort of "questionable material." Despite any such objection, *The Absolutely True Diary of a Part-Time Indian* is a novel of high literary quality and deserves to be made available in a classroom or library.

In a publication by National Council of Teachers of English and The International Reading Association (1993), *Common Ground*, the authors state that "All students in public school classrooms have the right to materials and educational experiences that promote *open inquiry, critical thinking, diversity in thought* and expression, and respect for others. Denial of restriction of this right is an *infringement of intellectual freedom*" (emphasis added). *The Absolutely True Diary of a Part-Time Indian* is such a novel in that it tells a story of human triumph and teaches lessons about self-awareness and courage. In the pamphlet, Harrison E. Salisbury was quoted in a lecture he gave in 1983

saying, "The book…is an exquisite example of human genius. Where it flourishes, man flourishes." Alexie's novel certainly flourishes and is a great example of life and achievement.

In The National Council of Teachers of English (1982), in *The Students' Right to Read* summed that the "protection" of students from any book of questionable content will result in negative long-term effects because of the lack of information. Simply put, students should have the right to the information they need to learn about the world. "Many contemporary novels for adolescents focus on the real world of young people—drugs, premarital sex, alcoholism, divorce, high school gangs, school dropouts, racism, violence, and sensuality" (p. 2). Rather than help young adults by denying them this information, we are hindering their ability to make positive, informed decisions. These informed decisions can only come from the free exchange of ideas that comes from novels of varied content and theme.

Additionally, Dr. Margaret T. Sacco (1994) has argued that parents do in fact have the authority to censor what their own children read, but are wrong to assume that they may censor what other peoples' children read. This is a control issue and in our country, we do not control others' ideas or behaviors. Parents who do not want to acknowledge their children's curiosity simply complain to a school board about a few words in a book rather than deal with the issue with their child. If the free exchange of ideas was allowed, students would be encouraged to read whatever they are interested in rather than inspired to read a book just because it is banned, as is often the case.

The Absolutely True Diary of a Part-Time Indian is a novel that adds to the information young adults need to succeed in the world. They learn how to interact with peers, how to deal with death, and how to have the courage to do what is right from this novel. It should not be banned because such would be a gross violation of the freedom of students to read.

Alternative Books

The following books contain similar themes to *The Absolutely True Diary of a Part-Time Indian* and could be assigned to students whose parents will not allow them to read the novel:

Bridges, Ruby. (1999). *Through My Eyes.* New York: Scholastic.

The autobiographical account of Bridges's experience as the first African American to attend an all-white elementary school in New Orleans. A tale of courage and inspiration.

Taylor, Mildred. (2001). *The Land.* New York : Phyllis Fogelman Books.

This book is the prequel to *Roll of Thunder, Hear My Cry.* It tells the story of Paul, the offspring of a biracial marriage after the Civil War. He dreams of owning his own land.

Christopher, Matt. (2001). *Cool as Ice.* Boston, MA: Little, Brown, and Company.

A young hockey player, small for his age, is selected to play on an elite traveling hockey team. He forms an alliance with the only African-American player and they prove that size and race are not obstacles to success.

Olsen, Sylvia. (2004). ***White Girl.*** **Winlaw, BC : Sono Nis Press.**

A young girl must deal with issues of racial conflict when she moves onto an Indian reservation after her mother marries a Native American. She must learn to enter the school setting and form relationships with her new family.

Alexie, Sherman. (1996). ***Reservation Blues.*** **New York: Warner.**

A stranger arrives on the Indian reservation with a magical guitar that he gifts to Thomas-Builds-The-Fire, who forms an R&B band with great success.

Alexie, Sherman. (2007). ***Flight.*** **New York: Black Cat.**

Zits, an abused half-Native American teenager spends most of his time acting out in foster homes. He examines his own sense of justice and fairness throughout his time in juvie hall and the streets.

Alexie, Sherman. (1994). ***The Lone Ranger and Tonto Fistfight in Heaven.*** **New York: HarperPerennial.**

A collection of short stories that revolve around powwows, basketball, and death on the Spokane Indian Reservation. A sense of community is fostered through the tales of strength and perseverance.

Nolan, Han. (2006). ***A Summer of Kings.*** **Orlando: Harcourt.**

A young white girl forms a relationship with an 18-year-old African American who was accused of killing a white man and comes to live with their family. She learns about the teachings of Ghandi and Dr. Martin Luther King Jr.

Brown, Todd. (1995). ***Entries From a Hot Pink Notebook.*** **New York: Washington Square.**

The son of an alcoholic father struggles to find strength while writing in his diary. Amidst confused sexual feelings, he must learn to deal with a firestorm of bigotry.

Curtis, Christopher Paul. (2007). ***Elijah of Buxton.*** **New York: Scholastic.**

This book tells the story of a boy born in Buxton, Ontario. He is the first born to freedom in Buxton. He meets former and runaway slaves and learns of the horrors or racism in America.

Yang, Gene Luen. (2006). ***American Born Chinese.*** **New York: First Second.**

Three stories about race and acceptance come together in this book that examines young Asian Americans trying to fit in at their schools.

Zevin, Gabrielle. (2007). ***Memoirs of a Teenage Amnesiac.*** **New York : Farrar Straus Giroux.**

A girl discovers she has no memory of the last four years of her life after a bad fall. She must reform her identity.

Jackson, Dave and Neta. (2003). ***Exiled to the Red River.*** **Grand Rapids, Mich. : Bethany House Publishers.**

A fictionalized account of how a Spokane Indian chief led his people to Christianity in the nineteenth century.

Sharpe, Susan. (1991). ***Spirit Quest.*** **New York: Bradbury Press.**

A young boy who is vacationing off the coast of Washington befriends a young Native American who is preparing for his spirit quest.

Hamm, Diane Johnston. (1997). ***Daughter of Suqua.*** **Morton Grove, Ill. : A. Whitman.**

Ida, a young Suquamish Indian, lives with her family and is forced to move to a reservation and attend an American school. She shows persistence in the face of despair.

Boutwell, Florence. (1998). ***Teresa and the Coeur d'Alene Indians: An Historical Adventure Story for Young and Old.*** **Spokane, WA: Millwood Pub.**

This book tracks the adventures of Teresa, who travels with her family to Washington in 1886 and encounters racial prejudice.

Holm, Jennifer. (2001). ***Boston Jane: An Adventure.*** **New York: HaperCollins.**

Jane is schooled in etiquette in 1854 Philadelphia. She learns that they do not have much practical use during her sea voyage to the Washington Territory.

Girion, Barbara. (1990). ***Indian Summer.*** **New York: Scholastic.**

A young girl spends her summer on an Indian reservation and has a difficult time making friends with girls her age who accuse her of prejudices they have encountered.

Bruchac, Joseph. (1998). ***The Heart of a Chief.*** **New York: Dial Books for Young Readers.**

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A young Penacook Indian boy lives on the reservation with an alcoholic father and must learn to survive amidst controversy over a casino on nearby tribal lands.

Krause, Ed. (2007). *Our Next of Kin*. Boone, N.C.: Parkway Publishers.

An American Indian man discovers after his graduation from a prestigious law school that a high school friend has been found dead. He returns to his hometown to start a practice and discovers unknown information about environmentalists, politics, and Native American relations.

Author Biography

Sherman Alexie is one of the most well-regarded American Indians today. His works of poetry and fiction have inspired millions of readers and his collection has garnered him awards and recognition in the literary community (Falls*Apart* Productions, 2008).

The Absolutely True Diary of a Part-Time Indian is a largely autobiographical work. Alexie, like Arnold Spirit, was born with hydrocephalus. He had many seizures as a child and was the object of taunting on the reservation. He learned to read at the age of three and devoured novels. After finding his mother's name in a textbook at the Wellpinit school, he decided to attend Reardan and became their star basketball player. Alexie attended Gonzaga and Washington State Universities, where he originally enrolled in pre-med courses. After a poetry workshop, he changed paths and began publishing works after college (Falls*Apart* Productions, 2008).

His first major publications, *The Business of Fancydancing* (1992) and *The Lone Ranger and Tonto Fistfight in Heaven* (1993) began his success as an author. Since then, has written novels and poetry collections, performed stand-up comedy, and co-written one movie, *Smoke Signals*. He currently lives in Seattle with his wife and two children (Falls*Apart* Productions, 2008).

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The Absolutely True Diary of a Part-Time Indian
Lesson Plan Unit

Jaclyn Ippolito
English Methods
Professor Cella
5/12/08

"There is another world, but it is in this one."
– W.B. Yeats

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The Absolutely True Diary of a Part-Time Indian
by Sherman Alexie
Individual Unit Plan

Grade/Course: 8th grade ELA class
Unit Length: 5 Weeks
Educational/Classroom Culture:

- Small suburban school in Upstate New York
- Approximately 25 kids per class
- Mixed ability levels
- Single, 50 minute periods

Novel Summary:

Arnold Spirit Jr. is the geekiest Indian on the Spokane Reservation. He wears chunky, lopsided glasses. His head and body look like Sputnik on a toothpick. When he doesn't stutter, he lisps. Arnold is a 14-year-old high school freshman. When he goes outside he gets teased and beaten, so he spends a lot of time in his room drawing cartoons. "I think the world is a series of broken dams and floods," he says, "and my cartoons are tiny little lifeboats."

To say that life is hard on the Spokane rez doesn't begin to touch it. "My parents came from poor people who came from poor people who came from poor people," Arnold explains, "all the way back to the very first poor people." The kid was born with 10 too many teeth, so he gets them pulled — all in a single day, because the Indian Health Service pays for major dental work only once a year. When Arnold cracks open his geometry textbook, he finds his mother's name written on the flyleaf. "My school and my tribe are so poor and sad that we have to study from the same dang books our parents studied from," Arnold says. "That is absolutely the saddest thing in the world."

Enraged, Arnold beans his geometry teacher with the book and gets suspended from school. The targeted teacher, Mr. P., visits Arnold at home and gives him a piece of advice: get out. Mr. P. has seen too many promising students — like Arnold's sister, Mary Runs Away — fade year by year, beaten down by poverty and hopelessness. "The only thing you kids are being taught is how to give up," Mr. P. says.

"The Absolutely True Diary" tracks Arnold's year of getting out. He transfers to Reardan High, 22 miles away, a gleaming campus full of wealthy white kids, with a computer room and chemistry labs. He's the only Indian — if you don't count the school mascot. Early on, Arnold fears being beaten up by the jocks. "I was afraid those monsters were going to kill me," he says. "And I don't mean 'kill' as in 'metaphor.' I mean 'kill' as in 'beat me to death.'" (The comedian in Alexie pops up as often as the poet.) Arnold's toughness soon earns him their respect, though, as well as a spot on the varsity basketball team.

What he can't win back is the love of his neighbors at home. On the rez he's considered a traitor. His best friend punches him in the face. When Reardan plays Wellpinit High in basketball, the Indians rain so much abuse on Arnold that a race riot nearly breaks out. Triumph and grief come

in equal measure. Arnold figures out that he's smarter than most of the white kids, and wins the heart of a white girl named Penelope. ("What was my secret?" he says. "If you want to get all biological, then you'd have to say that I was an exciting addition to the Reardan gene pool.") Meanwhile, his father's best friend is shot and killed, and his sister dies in a trailer fire. "I'm 14 years old, and I've been to 42 funerals," Arnold says. "That's really the biggest difference between Indians and white people."

For 15 years now, Sherman Alexie has explored the struggle to survive between the grinding plates of the Indian and white worlds. He's done it through various characters and genres, but "The Absolutely True Diary of a Part-Time Indian" may be his best work yet. Working in the voice of a 14-year-old forces Alexie to strip everything down to action and emotion, so that reading becomes more like listening to your smart, funny best friend recount his day while waiting after school for a ride home. Which, by the way, Arnold doesn't have. Unless his folks get lucky and come up with some gas money.

**Above summary was found at: http://www.nytimes.com/2007/11/11/books/review/Barcon3-t.html*

Rationale:

At his reading at the Strand bookstore, Sherman Alexie said the one thing he would want students to take away from this novel is "escaping and confronting familial and tribal expectations." Afterwards, I began thinking about how we are all limited to some extent by the myriad of expectations that are linked to our race, culture, gender, age, and socioeconomic status. This is also true of Junior who is characterized by his poverty and race. Ultimately, he must choose between accepting what others expect him to be, or to fight against these forces that are holding him back.

In this spirit, I have framed my unit around a central question: how do internal and external expectations manifest themselves in our lives? Under this umbrella, students will consider issues of race, class, culture, and gender, how they are tied to the construction and perception of identity, and how these factors impact life choices. Students will also discuss the expectations imposed by ones community and family, and how, oftentimes, these can be the hardest ties to break. My hope is that students will learn that they are not without power; choices can be made, they can resist. But along the way, they will also learn that there will be consequences for choosing to go against the grain.

This unit includes supplementary works of poetry and fiction, as well as opportunities for use of technology in the classroom. As outlined in more depth below, the objectives of this unit are designed to encourage critical thinking, strengthen analysis, and build communication and comprehension skills. Moreover, the central text and assessments were chosen with the intention of reaching multiple intelligences; even the format of the book lends itself well to differentiation due to the art throughout. Oftentimes, the art in the text highlights the main idea of that chapter, serving as a useful aid in reading comprehension for struggling learners and ELL's.

Essential Questions:

1. How do internal and external expectations manifest themselves in our lives?
2. How can such societal expectations impact our identities?
3. Should a person's responsibility to their family, tribe, or community take precedence over their individual goals?
4. How does literature help us to understand ourselves and the world around us?

Learning Goals/Objectives:

In this unit students will:

- Read and respond to The Absolutely True Diary of a Part-Time Indian as well as supplementary poetry by Native American authors. (Standards 1 and 2)
- Draw parallels between themselves and the characters in the novel, developing an understanding and knowledge of the internal and external expectations in their lives. (Standards 1, 2, and 3)
- Explore the roles others play in their lives and their own self-portrayal, developing an understanding of how societal and familial expectations shape their daily choices and their future roles in society. (Standard 2)
- Discuss the idea of expectations in terms of race, class, gender, stereotyping, eating disorders, beauty etc. (Standards 1,2, 3, and 4)
- Learn and/or review literary terms such as setting, plot, characterization, theme, and tone. (Standard 3)
- Participate in a variety of activities and assessments, such as note taking, brainstorming, Socratic circles, visual representations, role playing, and journal writing. (Standards 1, 3, and 4)
- Work collaboratively in groups as well as individually, developing communication skills and listening strategies. (Standard 4)
- During in class reading, students will make predictions, inferences and draw conclusions. (Standard 1)
- Create a final multigenre project that centers on the overarching class question for this unit: How do internal and external expectations shape and affect our lives? (Standards 1, 2, and 3)
- Engage in free write "Do Now's" in their writer's notebook in order to have a collection of ideas as a starting point for their multigenre papers. (Standards 1, 2, and 3)
- Work on their public speaking abilities by sharing part of their multigenre paper with the class. (Standard 4)

Relevant State Standards:

This unit was created and aligned with New York State Learning Standards. Above, next to each learning goal and objective, is the corresponding number(s) of the state standard addressed. For easy reference, the following are the New York State Learning Standards:

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted

conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression
Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation
Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction
Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

***Standards can be found at: http://www.emsc.nysed.gov/nysatl/engstand.html*

Unit Outline
Week 1

	Day 1: Monday	Day 2: Tuesday	Day 3: Wednesday	Day 4: Thursday	Day 5: Friday
Topic/Activity	Lesson: Introduce the Unit and Main Overarching Question: "How Do Internal and External Expectations Shape Our Lives?" Brainstorm a list of expectations that influence their daily lives including familial, educational, racial, cultural, religious, economic, gender, community, relationships, beauty, etc. Read "The Black-Eye-of-the-Month Club" aloud in class (p. 1-6) HW: Read "Why Chicken Means So Much to Me" (p. 7 -14)	Lesson: "Who ___ Would Have Been if Somebody Had Paid Attention to Their Dreams." In "Why Chicken Means So Much to Me", Junior draws a picture of who his parents could have been if someone had paid attention to their dreams. The class will discuss why Junior feels they had to give up on their dreams, citing textual evidence. Students will also be asked to define the term self-fulfilling prophecy, to think about how that might tie in with the text, and whether they see traces of this in their own lives and the world around them.	Lesson: "Who ___ Would Have Been if Somebody Had Paid Attention to Their Dreams" continued. Students will be asked to create a drawing that represents who a person could have been if someone had paid attention to their dreams, an activity modeled after the illustration on page 12 of the book. **Detailed lesson plan included.* HW: Read "Revenge Is My Middle Name" (p. 15-24)	Lesson: Reading and Writing to Deepen Our Thinking About Minor Characters Students will independently read "Because Geometry Is Not a Country Somewhere Near France" (p. 25 -31). Afterwards, ask students to open their writer's notebooks and create a back story about one of the two minor characters we are introduced to in this chapter, Mary Runs Away or Mr. P. Students will be given the opportunity to share out what they have written and discuss the differences in the stories that were created and why they chose that particular angle.	Lesson: Anti- Bullying Read "Hope Against Hope" (p.32 – 43) in class. In this chapter Mr. P, Junior's teacher, acknowledges that they allow Junior to get beat up and picked on. Discuss the incidents that have happened thus far in the novel (Junior being a member of the black-eye-of-the-month club, 30 year old triplets beating him up, etc.) and engage in an activity that confronts bullying that might be happening in the school.

Week 2

	Day 6: Monday	Day 7: Tuesday	Day 8: Wednesday	Day 9: Thursday	Day 10: Friday
Topic/Activity	Lesson: Taking a Look at Race: Is Hope White? Read "Go Means Go" (p.44 -47) and "Rowdy Sings the Blues" (p.48-53). In this chapter Junior's parents tell him that white people have the most hope and Junior decides to leave the rez. This lesson will focus on why hope has a color for Junior's family. Junior also references Dickens', A Tale of Two Cities when comparing his school with all-white Reardon. Students could also read aloud a selection of the novel to deepen understanding. HW: Read "How to Fight Monsters" (p.54 – 66)	Lesson: Internalizing Prejudices In "How to Fight Monsters" Junior's father tells him that white people aren't better than him but Junior doesn't believe him: "But he was so wrong. And he knew he was wrong. He was the loser Indian father of a loser Indian son living in a world built for winners" (55). This lesson would center upon how racism can be internalized. What expectations does Junior have for himself?	Lesson: Stereotypes and Native American Sports Mascots. Students will question the use of Native American emblems in educational and sports arenas. **Detailed lesson plan included.* HW: Read "Grandmother Gives Me Some Advice" (p. 67 – 73)	Lesson: How Does Culture Affect Our Expectations? Junior expects the White boys at Reardon to think the same as the Indian boys on the rez, and is surprised when that doesn't happen. This lesson will center on how our culture impacts what we expect of ourselves and of others, and build off the stereotyping discussion of the day before. HW: Read "Tears of a Clown" (p. 74 -76) and Halloween (p. 77 – 81)	Lesson: Using a Marxist Lens Junior and his family are extremely poor and oftentimes cannot even afford to eat. In "Halloween", Junior joins Penelope in trick-or-treating for spare change instead of candy, to donate to the homeless. Junior says "I was a poor kid raising money for other poor people. It made me feel almost honorable." (79) Students will use a Marxist lens to consider how Junior's socio-economic status impacts his life, and how he views himself and others. HW: Read "Slouching Toward Thanksgiving" (p. 82 – 98)

Week 3

Topic/Activity	Day 11: Monday	Day 12: Tuesday	Day 13: Wednesday	Day 14: Thursday	Day 15: Friday
	Lesson: Junior's Art In the preceding chapter, Junior says of his cartoons "I use them to understand the world." (95) He then continues on to say "My cartoons weren't just good for giggles; they were also good for poetry." (95) This lesson would focus on Junior's art: Why does Junior draw?; Is all of the art similar in style?; If not, why?; How does art help Junior?; How is art like literature? Students would then write a poem to go alongside one of the pieces of art in the book. HW: Read "My Sister Sends Me an E-mail" (p. 99–100) and "Thanksgiving" (p.101 – 103)	Fieldtrip Day Take students on a fieldtrip to the National Museum of the American Indian in lower Manhattan to learn more about Native American life and culture, both past and present.	Lesson: Author Background Webquest using Sherman Alexie's website to gain background on the author. Students will discover that A.T.D.P.T.I. is a fictionalized autobiography. Students can work in groups, or individually, investigating, analyzing, and synthesizing what they found and how this relates to the novel, and Alexie's work in general. **detailed lesson plan included.* HW: Read "Rowdy Gives Me Advice About Love" (p. 114 – 117)	Lesson: Taking a Look at Eating Disorders Read "Hunger Pains" aloud. (p.104 – 113) Does Penelope have an eating disorder? How does her expectations of herself and of beauty play a role in her behavior? HW: Read "Dance, Dance, Dance" (p.118 – 129)	Lesson: Navigating Between Two Worlds This chapter starts with Junior saying "I was half Indian in one place and half white in the other." (118) Discuss Junior/Arnold's dual identities and how he feels he is navigating between two different tribes. HW: Read "Don't Trust Your Computer" (p. 130 – 132) and "My Sister Sends Me a Letter" (p. 133 – 134), "And a Partridge in a Pear Tree" (p.150 – 151), and "Reindeer Games" (p.135 – 149).

Week 4

Topic/Activity	Day 16: Monday	Day 17: Tuesday	Day 18: Wednesday	Day 19: Thursday	Day 20: Friday
	Lesson: Individual Versus Member of the Community (Continuing Friday's discussion) Junior's friend Gordy says: "Well, life is a constant struggle between being an individual and being a member of the community." (132) Students will consider this quote and read the poem "Endless Search" by Native American poet Alonzo Lopez to continue thinking about the individual versus collective identity. HW: "Red Versus White" p. 152 – 158, "Wake" (p.159 – 167) and "Valentine Heart" (p.168 – 178)	Lesson: Coping With Death and Grieving In the chapter read for homework, Junior learns of the death of Eugene, a close family friend just a few days after his Grandmother's death. In less than a year, Junior has already experienced three deaths. Discuss death, the grieving process, and Junior's suicidal thoughts. How are we expected to grieve? Is this different in other cultures? Is there a right way or a wrong way? How does Junior cope? HW: In Like a Lion p. 179 – 196 and "Rowdy and I Have a Long and Serious Discussion About Basketball" (p. 197 – 198)	Lesson: The Costs of Going Against The Grain Throughout the novel Junior has talked about how he is being shunned for betraying his tribe by going to Reardon but also not being accepted at Reardon either. Create a body biography, a visual and written portrait that illustrates several elements of Junior's life, including the forces working on the inside as well as the forces impact him on the outside. HW: Read "Because Russian Guys Are Not Always Geniuses" (p.199 – 213) and "Remembering" (p.214 – 218)	Lesson: The Effects of Alcohol on the Individual and Society In today's reading Junior's sister Mary dies in an alcohol related tragedy. This is the third death in the novel that has been related to alcohol. Using the poem "Spirit in Me", by Native American poet Esther G. Belin, students will be broken off into groups and handed an envelope with the lines of the Belin poem cut into strips. Students will create a found poem, blending some of the lines from the Belin poem with lines from this chapter of A.T.D.P.T.I.	Lesson: Gender Roles The preceding chapter ended with a graphic of Junior and Rowdy holding hands and jumping into the lake together. The caption underneath reads: "Boys can hold hands until they turn nine." How have gender roles and corresponding expectations presented themselves throughout the novel? HW: Talking About Turtles (p.219 - 230)

Week 5

	Day 21: Monday	Day 22: Tuesday	Day 23: Wednesday	Day 24: Thursday	Day 25: Friday
Topic/ Activity	Lesson: Sketch to Stretch Students will be given a graphic organizer (see attached) and asked to choose one of the chapters that does not already have art. Students will skim through that chapter and select a sentence or paragraph they feel is the most important and then "stretch" it with a visual representation. Possible art-free chapters are: "Tears of a Clown", "Halloween", "My Sister Sends Me an E-mail", "Don't Trust Your Computer", "And a Partridge in a Pear Tree", "Rowdy and I Have a Long and Serious Discussion About Basketball", or "Talking About Turtles".	Lesson: Creating Our Multigenre Project Students will begin working on their multigenre projects on A.T.D.P.T.I. The next three classes will consist of mini lessons reviewing the genres and providing in-class time to work on the projects. Today's mini lesson will be on personal narratives. **Paper requirements** Papers **must** contain: -Sketch to Stretch drawing -A body biography of Junior (Both already finished earlier in unit) -A personal narrative from Junior's perspective (minimum two pages) Students can then choose **any four** different genres that connect and build off each other, making the central theme or thesis of the paper stronger because of those selected genres. See the following website for a list of genres:http://www.sheboyganfalls.k12.wi.us/cyberenglish9/multi_genre/multigenre.htm#Types%20of%20Genres HW: Write the first draft of the personal narrative. Bring in three copies – one for teacher, two for peer editing work.	Lesson: Continuing With Our Multigenre Projects Mini lesson on two genres. Students will work in groups, peer editing their personal narratives. Extra class time will be dedicated to independent work on projects. HW: Revise essay using suggestions from classmates and finish at least one more genre.	Lesson: Continuing With Our Multigenre Projects Mini lesson on two genres and continued independent work on projects. HW: Continue working on multigenre project. Students should have two more genres completed.	Lesson: Finishing Up Our Multigenre Projects Wrap up in class time dedicated to multigenre projects. Students should finish their projects over the weekend. HW: Finish multigenre project and be prepared to present one genre to the class on Monday. If you choose to present a piece of art or collage, it must be accompanied by a thoughtful discussion of the art, what it represents and how it connects to your project as a whole.

Week 3

	Day 11: Monday	Day 12: Tuesday	Day 13: Wednesday	Day 14: Thursday	Day 15: Friday
Topic/Activity	Lesson: Junior's Art In the preceding chapter, Junior says of his cartoons "I use them to understand the world." (95) He then continues on to say "My cartoons weren't just good for giggles; they were also good for poetry." (95) This lesson would focus on Junior's art: Why does Junior draw?; Is all of the art similar in style?; If not, why?; How does art help Junior?; How is art like literature? Students would then write a poem to go alongside one of the pieces of art in the book. HW: Read "My Sister Sends Me an E-mail" (p. 99–100) and "Thanksgiving" (p.101 – 103)	Fieldtrip Day Take students on a fieldtrip to the National Museum of the American Indian in lower Manhattan to learn more about Native American life and culture, both past and present.	Lesson: Author Background Webquest using Sherman Alexie's website to gain background on the author. Students will discover that A.T.D.P.T.I. is a fictionalized autobiography. Students can work in groups, or individually, investigating, analyzing, and synthesizing what they found and how this relates to the novel, and Alexie's work in general. **detailed lesson plan included.* HW: Read "Rowdy Gives Me Advice About Love" (p. 114 – 117)	Lesson: Taking a Look at Eating Disorders Read "Hunger Pains" aloud. (p.104 – 113) Does Penelope have an eating disorder? How does her expectations of herself and of beauty play a role in her behavior? HW: Read "Dance, Dance, Dance" (p.118 – 129)	Lesson: Navigating Between Two Worlds This chapter starts with Junior saying "I was half Indian in one place and half white in the other." (118) Discuss Junior/Arnold's dual identities and how he feels he is navigating between two different tribes. HW: Read "Don't Trust Your Computer" (p. 130 – 132) and "My Sister Sends Me a Letter" (p. 133 – 134), "And a Partridge in a Pear Tree" (p.150 – 151), and "Reindeer Games" (p.135 – 149).

Week 4

	Day 16: Monday	Day 17: Tuesday	Day 18: Wednesday	Day 19: Thursday	Day 20: Friday
Topic/Activity	Lesson: Individual Versus Member of the Community (Continuing Friday's discussion) Junior's friend Gordy says: "Well, life is a constant struggle between being an individual and being a member of the community." (132) Students will consider this quote and read the poem "Endless Search" by Native American poet Alonzo Lopez to continue thinking about the individual versus collective identity. HW: "Red Versus White" p. 152 – 158, "Wake" (p.159 – 167) and "Valentine Heart" (p.168 – 178)	Lesson: Coping With Death and Grieving In the chapter read for homework, Junior learns of the death of Eugene, a close family friend just a few days after his Grandmother's death. In less than a year, Junior has already experienced three deaths. Discuss death, the grieving process, and Junior's suicidal thoughts. How are we expected to grieve? Is this different in other cultures? Is there a right way or a wrong way? How does Junior cope? HW: In Like a Lion p. 179 – 196 and "Rowdy and I Have a Long and Serious Discussion About Basketball" (p. 197 – 198)	Lesson: The Costs of Going Against The Grain Throughout the novel Junior has talked about how he is being shunned for betraying his tribe by going to Reardon but also not being accepted at Reardon either. Create a body biography, a visual and written portrait that illustrates several elements of Junior's life, including the forces working on the inside as well as the forces impact him on the outside. HW: Read "Because Russian Guys Are Not Always Geniuses" (p.199 – 213) and "Remembering" (p.214 – 218)	Lesson: The Effects of Alcohol on the Individual and Society In today's reading Junior's sister Mary dies in an alcohol related tragedy. This is the third death in the novel that has been related to alcohol. Using the poem "Spirit in Me", by Native American poet Esther G. Belin, students will be broken off into groups and handed an envelope with the lines of the Belin poem cut into strips. Students will create a found poem, blending some of the lines from the Belin poem with lines from this chapter of A.T.D.P.T.I.	Lesson: Gender Roles The preceding chapter ended with a graphic of Junior and Rowdy holding hands and jumping into the lake together. The caption underneath reads: "Boys can hold hands until they turn nine." How have gender roles and corresponding expectations presented themselves throughout the novel? HW: Talking About Turtles (p.219 - 230)

poem

look up "body biography"

poem

The Body Biography

For your chosen character, your group will be creating a body biography -- a visual and written portrait illustrating several aspects of the character's life within the literary work.

Obviously, begin by drawing in the outline of the body. I have listed some possibilities for your body biography, but feel free to come up with your own creations. As always, the choices you make should be based on the text; for you will be verbally explaining (and thus, in a sense, defending) them. Above all, your choices should be creative, analytical, and accurate.

After completing this portrait, you will participate in a "showing" in which you will present your "masterpiece" to the class. This "showing" should accomplish the following objectives:

- Review us on the literary work that involves your character
- Communicate to us the full essence of your character by emphasizing the traits that make the character unique
- Promote discussion of your character

Body Biography Requirements

Although I expect your biography to contain additional dimensions, your portrait must contain:

- A review of the work's events
- Visual symbols
- An original text
- The five most important quotes (either exposition or dialogue) relating to your character (be sure to attribute correctly and annotate)

Body Biography Suggestions

1. **Placement** - Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his/her life. . The hands might refer to actions or accomplishments of the character
2. **Spine** - Actors often discuss a character's "spine." This is his/her objective within the work. What is the most important goal for your character? What drives his/her thought and actions? The answers to these questions are his/her "spine." How can you illustrate it?
3. **Virtues and Vices** - What are your character's most admirable qualities? His/her worst? How can you make us visualize them?
4. **Color** - Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively weave these colors into your presentation?
5. **Symbols** - What objects can you associate with your character that illustrate his/her

Body Biography:
*review of the work's events
*visual symbols
*an original text
*five most important quotes relating to character (attributed & annotated)

Placement
Spine
Virtues/Vices
Color
Symbols
Formula Poems
Mirror, mirror
Changes
Review
Quotes

Body Biography:
*review of the work's events
*visual symbols
*an original text
*five most important quotes relating to character (attributed & annotated)

Placement
Spine
Virtues/Vices
Color
Symbols
Formula Poems
Mirror, mirror
Changes
Review
Quotes

The Absolutely True Diary of a Part-Time Indian
Sherman Alexie

Choose either project A or project B. (50 points) Project C will be assigned. (100 points)

Project A

Using the poem "Spirit in Me", by Esther G. Belin create a found poem, blending some of the lines from the Belin poem with lines from chapter "Because Russian Guys Are Not Always Geniuses". Found Poem Definition: A Found Poem is made with words and phrases from something you read. It uses someone else's language, but you combine it in a new way. See the example on the board. Type your final draft.

Project B

Write a poem to go alongside one of the pieces of art in the book. First consider the following questions: Why does Junior draw? Is all of the art similar in style? If not, why? How does art help Junior? How is art like literature? Compose your poem. Type your final copy. Include a photocopy of the art from the book.

Project C

Create a body biography for a character in ATDPTI in groups. Additional directions will be distributed. See the example on the board.

Spirit in me

Esther G. Belin

WHEN I WAS YOUNG I MET THE SPIRIT & I KNEW I DIDN'T
WANT IT
BUT THE CHOICE WAS NEVER MINE

THIS IS FOR ALL MY RELATIONS

i go back to the day i was driving
in the pit of the painted desert near lower greasewood on the navajo reservation.
driving my mom's truck
not feeling anything
except the spirit
the spirit of alcohol chased me and
rode beside me and held my hand and led me to a few days before
the day of the 6.3 earthquake in the california desert
when my mom's voice shook the house
as she told me
the spirit of alcohol caught nathan and
he isn't coming back
imprisoned by his own body destroying itself
and all i could think about is how i love him and how we loved each other
and back then years ago it was real and it was good and the memory
made me cry cuz i never wanted him dead
only healed
weaned from alcohol
and now he's dying and the parts of me i gave him are dying too and i cry
harder cuz the parts of himself he gave me
the talents he never used that i now use to stay alive won't die when he does
and i start to drive faster cuz the spirit of alcohol is still walking alongside me
and i hear it talking sweet and
singing old songs and
i almost want to sing along like i know the words and
i just have to remember and
i think about this spirit
cuz i see it in me
so back when i used to drink
i never could drink miller lite
cuz that meant the spirit got you
caged
like nathan & daddy & uncle john & aunt rosita
& me too maybe
cuz i see them in me & i'm caged like them
but in a different way

July 21, 2010

Documents enclosed:

Syllabus for English I
Syllabus for English II
Syllabus for English III
Syllabus for English 110/weekly assignment sheets for English 210

Lesson plan for *The Absolutely True Diary of a Part-Time Indian* by Jaclyn Ippolito.

Copies of assignments and student work.

Title page of *Sherman Alexie in the Classroom: This is Not a Silent Movie. Our Voices Will Save Our Lives."*

Copy of typed notes from June 16, 2009, communications arts meeting.

Rationale

March 17, 2010 e-mail

AR test results

Answers to questions:

Was there discussion of inappropriate content of the book when it was selected? If so, what was considered?

The content is not inappropriate for high school students.

Did you read the book before selecting it?

We read the book prior to selecting and ordering it.

How was the book brought to your attention?

LuAnne Rutledge Lyons (Gus Rutledge's daughter) recommended the book. She teaches English in Virginia. She said the book has been especially popular with non-readers. Sherman Alexie is widely anthologized in texts and was a speaker at a recent NCTE convention. The book is well-known.

Specifically for each course, what was the rationale and goals, objectives, etc. that were addressed through use of the book?

Rational enclosed

English III:
Course Level Expectations:

Reading 1: G (CA 2, 3, 1.5, 1.6, 3.5) (self-monitor, infer, summarize)
Reading 1: H (CA 2, 3, 1.5. 1.6, 3.5) (relationship between main idea and supporting details, reflect, draw conclusions)
Reading 1: I (CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5) (text to self, text to world)
Reading 2: C (CA 2, 1.5, 1.6, 2.4, 3.1, 3.4. 3.5. 3.6. 3.7, 3.8) (point of view, theme, tone)
Writing 1: A (CA 1, CA 4, 1.8, 2.1, 2.2) (various forms and types of writing)
Writing 2: A (CA 4, 2.1) (compose text considering audience)
Writing 2: B, 2: C, 2: D, 2: E (composing text)
Information Literacy 1: A (CA 2, CA 3, 1.1, 1.4, 1.5) (research plan, career research)
Information Literacy 1: B (CA 2, CA 3, 1.2, 1.4, 1.7) (primary sources, career research, book reviews)
Information Literacy 1: D (CA 4, 1.4, 1.7, 1.8, 2.3, 4.4) (document sources, career research)
Information Literacy 2: A (CA 5, 1.5, 1.7, 2.7(messages in various media, artwork)

Was any portion of the book read out loud in your classroom?

Kim J.
The book was not read aloud in class.

Dana W.
Teacher read the first chapter (approximately) orally to students.

Was there any class discussion of offensive language or content in the book? If so, how did you handle it?

We had discussion about possible offensive language and/or content, tying it back to our discussion in the fall when we celebrated Banned Book Week and discussed the reasons challengers challenge books. We handled it in the same way we handle it with other books (*To Kill a Mockingbird, Of Mice and Men*, etc.) in the curriculum, by discussing it and focusing on the author's use of language to establish tone, setting, culture, etc.

How did you get administrative approval for the book?

Approval for this book was done in the same manner as the previous seven yearly school read selections: the communication arts teachers considered many titles throughout the year, deciding on this particular book in the summer of 2009 and then a classroom set was ordered through the purchase order procedure, which requires an administrator's signature.

How do you, in general, handle potentially offensive language/content in student produced assignments?

Audience and purpose drive the writing process with regard to form, point of view, controlling idea, sentence structure, clarity of expression, precise and vivid language, conventions and usage.

Please feel free to include anything else.

Purchase Order

15

E-mail sent March 17, 2010 referencing *Sherman Alexie in the Classroom*, essential questions and rationale.

AR test results

Submitted by K. Jasper and D. Whitesell

July 21, 2010

Summary of Concerned Citizens' Issues

Questions for Board of Education

1. What are the names of the board members who read and did not read the book prior to voting to ban it?
2. What steps did you take, including dates, to gather background information about both sides of the issue—including consultations with the school administration—to inform yourselves collectively about how to respond to such an unfamiliar and potentially controversial challenge?
3. Why did you not consult the language arts teachers before voting to ban the book?
4. What criteria did you consider in responding to the challenge?
5. Exactly what it was about the book that made you take the most extreme measure and ban it?
6. How did you consider the book's award winning status?
7. How did you consider the fact the book is on several universities' reading list for incoming freshmen and required summer reading for two Missouri high schools where students will be tested on the reading on the first day of school?
8. How did you consider the Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects which target the capacities of the literate individual to understand other cultures and perspectives?

You elect not to answer verbally tonight, please send answers by July __ to:

Cheryl Y. Marcum
cymarcum@windstream.net or
20340 S. Hwy. H
Stockton, MO 65785

Requests of Board of Education

1. Return the book to the curriculum with a procedure for a parent or student to request an alternative text, if desired.
2. Return the book to the library labeled according to its content using the current practice.
3. Revise District Policy 6241 with input from teachers and staff to more clearly reflect freedom of access to information.
4. Ensure board members understand the legal framework of how schools operate.

Where we Stand

We want to resolve our differences in a cooperative manner. We are willing to mediate; we are prepared to litigate.

Book Review Committee
August 5, 2010 at 6:00 p.m.

Members present:
John French, High School Principal
Judy Culbertson, High School Teacher
John Elder, Communication Arts Teacher
Keli Vaughn, High School Librarian
Linda Burmester, Community Member
Joy Rutledge, Parent, Community Member
Roger Meeks, Parent, Community Member
Rick Pohlsander, Community Member
Rodney Shipley, Board of Education Member
Shannon Snow, Superintendent (recorder)

Before getting started, the group expressed that they felt it is very important to note that there are three new members of the committee, therefore the opinions may vary from the original committee.

1. Is the book educationally suitable for use in the Stockton High School classrooms? Please explain the basis for majority and minority opinions regarding this question.

A member states that her opinion would be the same, that it should be pulled from the classroom, but remain in the school library marked for content. She turned in a written statement attached to these notes. As a member of the original committee, she explained that a consensus was reached by the other group, but that there were extreme opinions on both sides. She did not feel it was educationally suitable.

Another member of the committee felt that there were a lot of issues in book and those issues are ones that resonate with kids – not something for middle school, but valuable as learning tool at HS. He saw kids in detention that were non readers who had meaningful discussions about the book. Kids understood the story. Kids never referenced the things that, in his opinion were not acceptable for MS students, but HS students used the language. He did not find it to be that inappropriate for the ways it was used. Story has more message that just those parts. The book reached kids that no other book did. Kids were talking about story, about hope, not language. He said "In that respect, I do think that it has educational suitability."

Another committee member asked, what is the objective of the book?

The communication arts teacher on the committee answered that it addresses the HS Course Level Expectations of summarizing, relationship, text to text, text to self, text to world, connections, in the novel. It also addressed, bullying, how to cope, how to relate, how to see hope in the real world.

He felt it was also applicable to career research, looking at different cultures, and multi-cultural lessons.

"I have taught novel based teaching for 27 years and have taught in small town of native Alaskans. {the committee member saying this made this correction : I taught in AZ. and worked with hispanic kids facing these same types of problems. I also grew up in AK. and knew a lot of of kids from native Alaskian families who faced the same trials that Alexie did.} Yes, I see that the other content is there. If you took that out, kids would not buy into it. Language is no problem for me. Not necessarily something that is right, but they wont relate if it is not. That is where these kids relate to the book. The book won awards b/c kids can see themselves, not in the language, in the fact that the kid was a loser, but he wanted better, he sought to make his life better, but kids in small town need to understand that there is something better."

Another teacher explained that the culture diversity addressed in the book is applicable to social science. She discussed the intended audience, purpose of language, and pointed to question 10 at the end of the book.

She said "Do I use that language in my daily life? No. Do I let my kids? Preferably not." How would a teacher in the classroom lead a discussion about this? I read the question (#10). I would say that this book is suitable for use in the high school classroom. She also mentioned author's voice.

Another member of the committee admitted that he had a different reaction to questions. Questions ruined the book, he wanted to enjoy it. It was a good read. His background has been working with youth my entire adult life, and he currently works with youth. He stated that some youth is appropriate for, some very inappropriate for. Some cannot handle the book. He brought up the example of a student that he knew personally, who would have a difficult time separating language in book from language in school. He stated that he would find difficult as a teacher for there to be a double standard, language that we can't use, but then expecting students not to model behavior that teachers are having them read.

At same time, it is not appropriate, he would expect that educators could express their views without using these colorful metaphors. He said that he found other ways to express himself, and encouraged young adults to express themselves another way. He stated that he didn't think you can use the book for every child

As to the question of it being educational suitable? He stated #1, if these are goals, there may be other books, if teachers are not looking into the other books they are missing their job and responsibility. He stated "I don't think at any time I would want my daughters to read the book. When I want to teach about sexuality I will teach them and my wife will teach them. I don't want a teacher doing that."

I agree that it should be left in the library with restrictions

He mentioned that the author's own website warns that there is profane content in the book. Reviews about the book that he read say that it will be banned.

Another member stated that it was probably about 6th grade level, and not challenging. While he understands how it is to get kids to read and said reading is key to education, he didn't think it was well written – It was too easy to read for HS. He also stated that he disagreed with vulgarity in book. And had kids who read the book, some liked it. But he stated that, as an adult, he didn't think the language is appropriate.

The principal said there are some of the lessons that are good and there were lots of good targeted ideas by teacher, messages of hope, etc. He stated "I wish it didn't have language." "I would think there would be other books that would be more suitable." As an administrator, you would hope that teachers would handle the situation and hope that you can trust in your teachers that they would go about things the right way. The problem is going to happen in health class. It is a double edge sword. Was there value in what was being taught? Absolutely."

Another member stated that there was redeeming value such as, perseverance but said other books could have been chosen for the same themes.

Another member said it was a double edge sword and would not let their 12 year old read it, but would their 16 year old. She said that she would like to have prior knowledge so that she can discuss it with her child. She also stated that she wished that the language was not there.

Another member said she felt the same way, it was a double edge sword. She felt like the easy reading level was not an issue for her because not all kids read at the same level. Her daughter read the book, and when she asked her daughter about it, the daughter did not notice the language. She said her daughter was a reader and didn't dwell on the language. But she also felt that her 13 year old son was not mature enough to handle the book.

Another member stated that it was on the recommended reading list of her friend's daughter, and her son said it was not a bad book. She also stated that she had covered language and meaning with her son. And that as a parent, she would encourage her son to read it.

One member asked what classes read this book? The answer was given as it was supposed to be all 9-12 students, but only the 9th and 10th grades read completely and the 11th grade was in the middle when the book was challenged.

One member reported that one website he looked at rated the book questionable until after 10th grade level.

Another member said that society has regressed and tolerated language that would have been inappropriate in the past.

The results of the vote for Question #1 Is the book educationally suitable for use in the Stockton High School classrooms? Please explain the basis for majority and minority opinions regarding this question.

was

5 suitable
4 not suitable

2. Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for High School students in grades 9-12?
(The committee felt that by including the word "some" before High School students it made it a more answerable question. So the question that the committee decided to address was as follows)

Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?

One committee member said that some language in the book would be language that students or staff member would be disciplined for.

Another member said that inappropriate language was interlaced throughout the book, citing the book's discussion of both a metaphorical and actual erection. He said that some mentions were metaphorical and some were real, and all of them were inappropriate. He went on to say that they were inappropriate for every student, and highly inappropriate for a number of students in our school that he had personal knowledge of.

Another member agreed that it was inappropriate, especially for mixed company.

Another stated that they agreed with that.

As to factual basis, the high school principal said that in our handbook addressed such language and that it would not be tolerated. He said that "if I walked by classroom, heard the f-word or talking about erections" according to our policy in the handbook which addresses verbal or written use of profane language, that the student would be disciplined. With the consequence ranging from getting on to the student, or OSS if bad enough. He also stated that if they said that to a teacher, they would be 'gone'. So by basing on that factual information, it is not appropriate.

He stated that some things don't need to be in there to get the message across. In his own experience, his English teacher would not have introduced the book.

There was also discussion of how many books could be removed from library because of language.

Another member of the committee said that to determine which students are ready to handle certain books, we should trust the teacher in classroom, but let the parents decide. They said we need to be up front to parent, with a well stated description, it can still be something that is read. They said that by putting in library and tagging it, parent can decide. If the book is marked, you (a parent's child) don't get to read it.

Another member said that in a classroom we put some kids in a situation that would not feel comfortable standing up and saying the book was awkward for them.

Another person said that we need to protect parents right to decide. And that the teachers probably had good intentions.

Another member said "Is it pervasively vulgar? The author's tone was 14 year old boy. Some kids use that language. Yes, it is pervasively vulgar."

Another said "I don't find language appropriate, but it fits the story, it is according to authors intent. That is what he (the boy in the story) would have used. I don't find it pervasive, do I find it appropriate for Middle School? Absolutely not, maybe 10th and above – some kids are ready, some are not, but do we limit it and take it away from all. Give kids choices." {This change was made to clarify the statement from the member who said it. "it says do I find it appropriate for Middle School? absolutely not. it should be absolutely, but not inappropriate for some High School students."}

A member agreed that it was maybe not for all students.

Is it vulgar and contain references that are inappropriate for 9-12 grades?

An original committee member stated that the first committee discussed two issues: classroom and library in one sense the question is unfair, some said yes, some no.

Another member of the committee said that to answer #2 we should answer 3 & 4, what are the concerns that would limit the use of this?

A member stated when it is a library book, students can choose, but to be part of curriculum-that is mandatory. Students had the option (to ask for an alternative), but how many once started, would ask for alternative. Peer pressure would be too great, especially if the student encountered inappropriate language and were uncomfortable after the book had been started. The student would feel pressure to continue with the same book.

Another said that there would be an extreme amount of pressure

Parents should be given more info about the curriculum, so they can decide.

One member said that even in 10 through 12th grade some students could be still offended.

Another member said that he didn't envy the HS principal. And was concerned about how to enforce double standard. It might be optional curriculum but didn't feel it was appropriate for all.

The results of the vote for Question #2 Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?

was

9 Yes-pervasively vulgar/inappropriate

0 No-not vulgar/inappropriate

3. If yes, describe the factual basis for such determination.

Personal conviction, maturity level, school policy and parent choice were the reasons given by the members of the committee.

4. If no, describe the factual basis for such determination.

There were no committee members who answered no to Question 2 {Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?} so this question was not addressed.

5. If retention of the book in the school library is recommended by either a majority or minority of the committee with restrictions, explain the specific restrictions that are suggested.

The High School Librarian said that all incoming freshmen attended meetings that tells them that an orange star marking on a book signifies adult content. She said that kids should know that it is in there.

Discussed possibility of limiting the book to grades 11-12.

A member of the committee asked "Is there anything that a parent approves with orange star book, or is it left to the student?" The librarian said that parents can call and request their child does not check out with orange star labeling but indicated that information instructing a parent to do so, is not published in our student policy book, and that information is not widely available/known by parents.

Another member stated that as a parent, he had to sign to allow kids to use internet, etc. at school.

A teacher on the committee said that "As a teacher, I contact parents to let them know that the content of the book (chosen by their child) may be inappropriate." He also said that the MS librarian keeps a close eye on it

He said that he had his own books that student may borrow from his classroom, but that he doesn't let them go out unless he has a note from the parent. He said that he always makes sure that kids are aware that there is inappropriate language in the book, or parents know.

Another member said that, as parent of HS student she trusts her son to drive a car, and trusts him to check out a book and to return it if it is inappropriate. She was not in favor of a permission slip. It would be just another piece of paper.

Somehow designed as containing objectionable material – library should review their policy – my suggestion as parent

Another member of the committee said that it definitely needs some form of labeling.

Another said that the way it has been handled in past has been acceptable.

The recommendation of each member is as follows:

1. Recommend retaining the book with current restriction
2. Same
3. Agree with that
4. Current restriction policy
5. Restrict with current policy
6. Am willing to live with that
7. Def in agreement with restriction under current policy
8. Same
9. Prefers that it would not be in school at all

ADDITIONS BY COMMITTEE MEMBERS:

ONE MEMBER SENT IN THIS SUGGESTION

On page 4 toward the top it says do I find it appropriate for Middle School? absolutely not. it should be absolutely, but not inappropriate for some High School students. As for the restatement of the question I still feel that it should include that, although it is inappropriate for some, it is appropriate for others. Why do we only have to address the negative. That is why I voted yes. We cannot assume that they will take that aspect for granted.

ANOTHER MEMBER'S SUGGESTION

I would just correct the result for Question #2 so that it reads something like:
9 Yes - pervasively vulgar and sexually inappropriate for some students (Change made)
0 No.

Otherwise it looks like the committee was unanimous in thinking the book was suitable, which conflicts with the result in Question #1.
Also, although I may have said it wrong at the meeting, I do not feel the book is appropriate for curriculum, even if it is optional.

ANOTHER MEMBER SAID THIS

The summary at the end confused me. Please clearly state in the summary that the decision/recommendation would be to restrict from the classroom curriculum, permit in the library clearly marked for content.

Cheryl Marcum
20340 S Hwy H
Stockton MO 65785
417-276-2501

Requested:

1. Copy of the challenge form submitted by Dan Millard
2. The criteria the board considered in responding to Mr. Millard's challenge
3. The steps you took, including dates, to gather background information about both sides of the issue-including consultations with the school administration-to inform yourselves collectively about how to respond to such an unfamiliar and potentially controversial challenge
4. The names of the board members who read and did not read the book prior to voting to ban it

Angela K. Drake
PO Box 929
Stockton MO 65785

Requested:

1. Certified minutes from March 2010 and April 2010 Board meetings
2. Contact info for attorney advising the Board
3. Copy of all policies and procedures relating to the removal of materials from curriculum and/or the library
4. Copy of all policies and procedures regarding the setting of Board agendas, and the accommodation for public comment
5. A commitment to put this matter back on the agenda in the nearest possible time frame
6. An explanation, in writing, as to why the Board thought it was appropriate to ban the book, along with identification of which members of the Board read the book prior to the banning and which did not.

CHERYL Y. MARCUM, M.ED.
20340 South Highway H Stockton, MO 65785
(417) 276-2501 ★ cymarcum@windstream.net

May 13, 2010

Stockton R-1 Board of Education
906 South Street
P.O. Box 190
Stockton, MO 65785

Subject: Banned Book, "The Absolutely True Diary of a Part-Time Indian," Sherman Alexie

To: Elected members of the Stockton R-1 Board of Education

Chad Pyle, President	Rod Shipley, Secretary	Gus Rutledge, Member	Doug Haines, Member
Dean Pate, Vice President	Ken Spurgeon, Member	Rod Tucker, Member	

Gentlemen:

I requested time on the May 18 agenda to tell you in person how indignant I am with your recent unanimous decision to ban "The Absolute True Diary of a Part-Time Indian," by Sherman Alexie. Dr. Sandberg rejected my request because, she said you—apparently with her concurrence—decided to restrict this "hot" issue from the agenda for six months. She suggested I submit my concerns to you in writing; hence, this letter.

As a taxpayer and education proponent, I am dissatisfied with your performance on two levels: the apparent procedure you followed and your apparent assessment of the book content with little or no regard for parents' rights to request alternative reading material.

1. **Procedure.** I read the statement Mr. Millard delivered to the communication arts teachers, the March board minutes online and the three page Instructional Services Policy/Regulation 6241, dated May 1999, regarding challenged materials, provided by Dr. Sandberg during an impromptu May 11 meeting on this subject. I expect the April Board of Education meeting minutes will be posted on the Stockton School Web site. It is important that they include a summary of the board members' discussion of how to resolve the challenge and the manner in which the vote was taken.

 Dr. Sandberg confirmed you did not consult the language arts teachers, our local experts on communications curriculum and First Amendment issues, before voting. According to a report on page 3A of the May 12, 2010, *Cedar County Republican*, at least four of you voted to ban the book without even reading it. According to other published reports, it appears you made the decision to ban in violation of Missouri's Sunshine Law. Based on the information currently available to me, it appears you acted in haste and without considered thought.

 Your decision to refuse to schedule public comment on a board meeting agenda for six months is irresponsible and inconsistent with everything we expect our coaches and teachers to instill in our young people about effective conflict resolution.

 As my elected representatives, I would like you to take the opportunity clarify exactly how the decision to ban this book came about. I request you provide the following information to me in writing, or post

it on the Stockton School and *Cedar County Republican* Web sites so that everyone can read the full and true account.

a. A copy of the challenge form submitted by Dan Millard.
b. The criteria you considered in responding to Mr. Millard's challenge.
c. The steps you took, including dates, to gather background information about both sides of the issue—including consultations with the school administration—to inform yourselves collectively about how to respond to such an unfamiliar and potentially controversial challenge.
d. The names of the board members who read and did not read the book prior to voting to ban it.

2. **Book content.** I am an avid book reader; however, I have not read a young adult book in about 40 years. I would have never seen or considered reading this book had you not banned it from our school. In other words, the title, cover and general appearance don't attract me. I started reading it to understand why someone would object to it so fiercely that they could persuade seven elected officials to ban it unhindered by the school administration. I began recording the page number with every word I thought some might find objectionable. After about 20 pages, it was difficult to notice the suspicious words I was seeking to identify because the story quickly became so compelling. It was fueled by the rough, inoffensive language which added color, depth, place and culture to the story; the story wouldn't be the same without that language. My list of suspicious words was soon overtaken by a list of stimulating ideas related to the extraordinary similarities between growing up on the isolated Indian reservation and growing up in rural Cedar County. In a very emotional passage on page 42, Mr. P confessed to Junior that not only had all of the children in the reservation school given up on themselves, but "All your friends. All the bullies. And their mothers and fathers have given up, too. And their grandparents gave up and their grandparents before them. And me and every other teacher here." Mr. P encouraged and challenged Junior to make something of his life, "You can't give up." What rich material from which our excellent communication arts teachers could inspire teenage students to explore and write about their thoughts, fears and hopes for a brighter future. Banning this book from our high school classrooms is a travesty.

 I am genuinely interested in understanding how you thought about the content because your decision to ban the book is so unreasonable to me. If Mr. Millard had a high school child who was reading this book, he, like every other parent, has the option to request alternative reading materials. What was it that propelled you to vote unanimously to take the most extreme action and ban it?

 The community is rightly agitated now because of your extreme book banning decision, so I urge you to think carefully about how to proceed. You represent all of us, not just those who think like Mr. Millard. To help bring the community together, you might consider inviting our award-winning communication arts teachers to lead a discussion of the content for all people in the community who are interested and willing to read it. I will personally encourage everyone I know to read this great book and talk about it! And, I encourage you to reverse your decision.

Thank you for weighing my concerns and for providing the information requested.

Sincerely,

Cheryl Y. Marcum
Cedar County Native
tockton High School Class of 1971

Angela K. Drake
P.O.Box 929
Stockton, Missouri 65785

May 14, 2010

Dr. Vicki Sandberg
Superintendent. Stockton R-I School District
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: **Stockton School Board Letter**

Dear Dr. Sandberg,

Enclosed please find a letter that I ask you put in the Board packets. Thank you for your attention to this matter.

Very truly yours,

Angela K. Drake

AKD:jmp

Angela K. Drake
P.O.Box 929
Stockton, Missouri 65785

May 14, 2010

Stockton School Board
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: ***The Absolutely True Diary of a Part Time Indian,* by Sherman Alexie**

Dear Board Members,

I write with respect to the Board's recent book banning of *The Absolutely True Diary of a Part Time Indian,* by Sherman Alexie. I write to express my concern about the process in which the book was banned. Specifically, as I review the complaint form, which is lacking in key respects, I note that the challenger suggests the book be withdrawn from students, "unless a parent approves it." My understanding of the situation is that parental permission was secured in at least two of the classes in which the book was taught. Accordingly, I do not understand why the challenge was even considered.

Moreover, I am troubled that the Board did not follow the recommendation of the committee or even discuss the recommendation of the committee in its April Board meeting. It is my understanding several board members had not even read the book before they voted.

As a public body, all matters acted upon by the School Board must be held in open session under the Sunshine Law, unless closed upon motion by a Board member. There are very specific limitations as to the matters that may be taken up in a closed session, and I do not think book banning is one. If the book was discussed in a forum outside of a Board meeting by the Board, a violation of the Sunshine Law occurred.

In any event, from what Dr. Sandberg told me in our brief meeting, apparently the book was on the agenda, there was a motion, a second, and a vote. She did not relay to me that there was any discussion, nor did she recall if any discussion was specifically called for.

I feel very strongly that before the Board bans a book and impinges on the First Amendment Rights of its students, there should be a considered and thoughtful discussion about the matter which includes all of the differing viewpoints. I realize that some of the Board members are new. Perhaps these Board members have not yet had training on how to function on a school board. I realize that many of the Board members may not have specific legal background with respect to First Amendment issues as they apply in the public school system.

I am sure the Board's legal counsel can provide a thorough analysis of the matter to the Board, but I do want to highlight the case of *Board of Education v. Pico*, 457 U.S. 853 (1982). In this case, the Supreme Court held that a book banning was improper. Interestingly, *Pico* involved a situation in which the evidence established the board had disregarded its committee's recommendations, and removed the books according to an irregular and ad hoc procedure.

The availability of a library in a school is obviously important to a student. I have learned in my recent research into this area that library resources enjoy a heightened protection under the First Amendment, as compared with curricular materials. It is also my understanding school boards do not have an absolute and unqualified right to remove a book from a school library. The discretion of the board must be measured by important First Amendment contours. It is unconstitutional for a school board to remove a book to deny students access to objectionable ideas contained in a book, or to remove a book simply because certain board members do not like it.

Where a board is not even familiar with the book before they ban it, it is likely that there is an improper and unconstitutional motive in banning the book. *See, Campbell v. St. Tammany Parish School Board*, 64 F.3d 184 (5th Cir. 1995). Again, I am extremely concerned that there was no thoughtful, consistent or appropriate explanation for the Board's action in banning the book.

I am also troubled with Dr. Sandberg's suggestion that the book banning will not be put on the agenda in May or in June or, if the Board follows her recommendation, for the following six months. I do not understand why ignoring the issue helps the situation. Indeed, it seems to me that if this issue would have been fully aired, there would not be the divisiveness in the community which now exists.

I am also concerned that the yearbook staff has been directed to refrain from any mention of "this incident" in the yearbook. This is plainly an effort to limit freedom of speech, and heavy handed, at a minimum. It suggests to me that the Board and Administration is embarrassed by the handling of the matter. I would ask that the Board direct that a supplement to the 2009-2010 yearbook be created which addresses this situation in full.

I respect the people who agree to serve on the School Board. I trust the School Board wants to do the right thing, in a constitutional manner. I hope that this Board also respects my opinion as a parent, as a member of the community, and as an attorney. If not, I urge the Board to contact their own attorney, and confer with other parents and community members to ensure the full spectrum of opinions on the book, and the Board's process, are at least heard.

I respectfully request the following items:

1. A copy of the certified minutes from the March 2010 and April 2010 Board meetings;

2. The contact information for the attorney advising the Board;

3. A copy of all policies and procedures relating to the removal of materials from curriculum and/or the library;

4. A copy of all policies and procedures regarding the setting of Board agendas, and the accommodation for public comment;

5. A commitment to put this matter back on the agenda in the nearest possible time frame; and

6. An explanation, in writing, as to why the Board thought it was appropriate to ban the book, along with identification of which members of the Board read the book *prior* to the banning and which did not.

I urge the Board to consider less restrictive measures than banning to deal with any legitimate concerns the Board may have. The book is a National Book Award winner. I have now read it. Whether I like it or not does not matter [although I did like it and found it less explicit than both prime time TV and the Bible.] The point is the book has won countless awards from respected authorities, was in the curriculum, and was authorized to be taught by parents in at least two classes. The committee formed to analyze the book did not recommend banning.

The process which the Board undertook in banning the book is disconcerting. I must respectfully state that I believe the process was flawed. The Board's action is incompatible with what we teach our children about the First Amendment, and does not comport with the careful board governance and responsibilities of public office which I am sure the Board members strive to achieve.

I look forward to hearing from you.

Very truly yours,

Angela K. Drake

AKD:jmp

Dr. Vicki Sandberg
Superintendent. Stockton R-I School District
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: **Stockton School Board Letter**

Dear Dr. Sandberg,

Enclosed please find a letter that I ask you give to the Board members. Thank you for your attention to this matter.

Very truly yours,

Kimberly Hammons

May 11, 2010

Stockton School Board
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: ***The Absolutely True Diary of a Part Time Indian,*** **by Sherman Alexei**

Dear Board Members,

I am writing this letter as a follow-up to the letter you received concerning the book "The Absolute True Diary of a Part-Time Indian". As I stated in my letter, I am very concerned about the process in which the book was banned. It is my hope that the board will reconsider their vote and have an open and honest discussion concerning the merits of the book involving both sides. But first I would like to address the concerns I have about the process with which the book was banned.

Our country was founded on the principle of freedom of speech. Our ancestors left English shores to find a way of life where everyone can live equally and have a say in how their country should operate. We have soldiers who have put theirs lives on the line defending our constitution. The First Amendment of the Constitution clearly states: Congress shall make no law respecting an establishment of religion, or *prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.* The italics highlight every citizen's right to come before a governing board and express their opinions. All of you are elected officials, elected to serve everyone in the community not just a few. What I saw at the April meeting was a gross negligence of that freedom.

No input was asked of the teachers from the English department, no questions were asked of the committee members or was there any discussion concerning their recommendations.

Instructional Services Regulation 6241, Instruction, Challenged Materials:

5. The Superintendent of Schools shall, within fifteen (15) days of receipt of the written request, appoint a review committee of nine people. The committee shall consist of the administrator of the building involved, three teachers, a member of the Board of Education, and four lay persons. The administrator shall serve as secretary.

6. The classroom teachers appointed shall be represented by the grade level or subject area where the media is used, another grade level or subject area, and a librarian.

These are the rules that govern procedures for banning a book set by your board and they were not followed.

When the vote was called, no discussion was called for, which is against the rules for Roberts Rules of Order to be conducted at any meetings. The whole process gave the impression that every board member there had already made up their minds about how they were going to vote. This in itself is a little questionable concerning the fact the two members were just voted in as members.

The last concern I have was the fact that at the time of the vote only two of the seven members had actually read the book. I find that simply frightening. That members of a school board, elected to govern, would make such a profound decision and not even read the book. That some of you have read the book since doesn't matter, at the time of the vote you did not read the book. Many a student if they had not competed or read their assignment would find themselves paying a cost. The cost here was the fact that a book was banned and students denied the chance to be taught the book. To add insult to injury, when I asked board members what they based their decision on many said that they received two phone calls from people that wanted the book banned. I do not have a problem with the fact these people were able to express their opinion, in fact that is their right; but I do have a problem that their opinions were the only ones asked, heard, or listen to.

Now I find that our superintendent of our schools is recommending to the school board not to address this issue for another six months. I can not help but think that

this board is somehow hoping that by prolonging the discussion they have hopes that this issue will go away. I am letting you know, that I feel very strongly concerning this issue that I will do everything in my power to not let it go; even if it means seeking legal recourse. Lastly and even more appalling is the email that one of our English teachers received from a school administrator. In it they stated that the journalism class was not to put any information of the book banning in the year book. Wow, talk about violating our freedom of speech. This was and is a big issue for the graduating class and not to have it in their yearbook to reflect on in the coming years is shameful.

It is my hope that as a governing board, you will follow our First Amendments rights and revisit this issue, have an open and honest discussion allowing both sides to express their concerns about the book "The Absolutely True Diary of a Part-Time Indian".

Sincerely

Kimberly Hammons

May 14, 2010

Dr. Vicki Sandberg
Superintendent, R-I School District
P.O. Box 190
Stockton, MO 65785

Subject: Letter Addressed to the Stockton Board of Educaton

Dear Dr. Sandberg,

I've enclosed a letter that I appreciate you placing in the Board of Education packets for the May 18th board meeting. Thank you.

Respectfully yours,

Mitchell S. Ross
Colonel, USA (retired)

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May 13, 2010

Stockton Board of Education
P.O. Box 190
906 South Street
Stockton, MO 65785

Subject: The Banning of The Absolutely True Diary of a Part Time Indian

Stockton Board of Education Members,

I am writing to express my grave concern about the your decision to ban the book, The Absolutely True Diary of a Part-Time Indian by Sherman Alexie. I understand the board was persuaded by a parent who objected to the book on moral grounds.

I support parents' rights to make choices for their own children but, no matter how well-intentioned, I absolutely do not accept any request to establish moral imperatives for the whole student body without public due process. Parents do not have the right to impose their views on the curriculum to reflect their moral preferences unless the Stockton Board of Education intends to tailor a curriculum for each student based on their discontent with our educators' choice of subject matter. Unlikely and ludicrous.

Attempts to eliminate everything objectionable dilutes learning to an ineffectual rote process. Education is most potent when it includes debate, conflict resolution and critical thinking. If the board expects young adults who can think for themselves after graduation, it is imperative that the curriculum include books that present moral questions and real world conflicts. Sherman Alexie's book does exactly that.

I urge the board to support the professional judgment of the faculty and the rights of students to access a broad range of materials and ideas. By offering the opportunity to request an alternative assignment, the faculty has adequately addressed the concerns of those who wish to limit their exposure to diverse ideas without infringing the rights of those who are eager for a more inclusive education.

As a veteran with over 28 years of military service, my oath to defend the Constitution left no room for compromise. To ignore the First Amendment in an educational establishment is repugnant to me even if I may find the selected text objectionable. If the board chooses the slippery slope of supporting constitutional freedoms only when convenient, then why can not the same community question my freedom of religion, speech, assembly and my right to bear arms?

In a society considered to be to the world's melting pot, it is inevitable that the morals of one person will collide with another. But, no one has the right to manipulate the First Amendment to suit their morality at the expense of another's right to read. Only a despotic society resorts to banning award winning literature. I urge the board to reconsider its decision to ban the book.

Likewise, the restriction on comments in the high school yearbook regarding this issue is totally inappropriate. To me, this is a veiled attempt to cover guilt. I'm sure the board realizes that intelligent students recognize this for what it is. I urge the board to allow the students the freedom and dignity to

comment as they see fit. The same First Amendment freedoms apply to the yearbook committee and you will gain the respect of grateful students.

Finally, consider the educational opportunity you have by correcting this wrong. The board, by addressing this issued openly and without bias, can demonstrate to the students that opinions and morals of citizens can clash with others in a constitutional democracy – it is even expected. You can teach the student body the significance of our freedoms, respect for one another's moral choices, the value of open debate and the importance of a diverse education. Expediently, not six months from now, lift the ban on Sherman Alexie's book and treat the students as the young adults they are. We owe the students no less.

Respectfully yours,

Mitchell S. Ross
Colonel, USA (retired)

Mail Message

Reply Read Later

Mail Properties

From: Dana Whitesell Sunday - April 18, 2010 9:54 PM
To: vsandberg@stockton.k12.mo.us, greaves@stockton.k12.mo.us
Subject: May meeting

The communication arts department would like to be added to the agend for the May school board meeting. Thank you.
Dana Whitesell

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Angela K. Drake
P.O. Box 929
Stockton, Missouri 65785

June 17, 2010

Dr. Vicki Sandberg
Superintendent, Stockton R-I School District
P.O. Box 190
906 South St.
Stockton, MO 65785-0190

RE: **Stockton School Board Letter**

Dear Dr. Sandberg,

I made an error in my letter to you yesterday. I see that Policy 0412 does deal with Public Comment. If this is the only policy on that point, please disregard by request #2 relating to agendas and public comment. I apologize for this confusion on my part.

I look forward to the other requested items.

Very truly yours,

Angela K. Drake

Angela K. Drake
P.O. Box 929
Stockton, Missouri 65785

June 9, 2010

Dr. Vicki Sandberg
Superintendent, Stockton R-I School District
P.O. Box 190
906 South St.
Stockton, MO 65785-0190

RE: **Stockton School Board Letter**

Dear Dr. Sandberg,

Enclosed please find my letter of May 14, 2010. To date, I have not received a response. Please respond to my request on or before July 10, 2010. I do not believe these requests are in any way burdensome and am disappointed in the lack of response.

Please let me hear from you.

Very truly yours,

Angela K. Drake

Angela K. Drake
P.O.Box 929
Stockton, Missouri 65785

May 14, 2010

Dr. Vicki Sandberg
Superintendent. Stockton R-I School District
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: **Stockton School Board Letter**

Dear Dr. Sandberg,

Enclosed please find a letter that I ask you put in the Board packets. Thank you for your attention to this matter.

Very truly yours,

Angela K. Drake

AKD:jmp

Angela K. Drake
P.O.Box 929
Stockton, Missouri 65785

May 14, 2010

Stockton School Board
P.O. Box 190
906 South St.
Stockton, MO 65785-0190.

RE: ***The Absolutely True Diary of a Part Time Indian,*** by Sherman Alexie

Dear Board Members,

I write with respect to the Board's recent book banning of *The Absolutely True Diary of a Part Time Indian,* by Sherman Alexie. I write to express my concern about the process in which the book was banned. Specifically, as I review the complaint form, which is lacking in key respects, I note that the challenger suggests the book be withdrawn from students, "unless a parent approves it." My understanding of the situation is that parental permission was secured in at least two of the classes in which the book was taught. Accordingly, I do not understand why the challenge was even considered.

Moreover, I am troubled that the Board did not follow the recommendation of the committee or even discuss the recommendation of the committee in its April Board meeting. It is my understanding several board members had not even read the book before they voted.

As a public body, all matters acted upon by the School Board must be held in open session under the Sunshine Law, unless closed upon motion by a Board member. There are very specific limitations as to the matters that may be taken up in a closed session, and I do not think book banning is one. If the book was discussed in a forum outside of a Board meeting by the Board, a violation of the Sunshine Law occurred.

In any event, from what Dr. Sandberg told me in our brief meeting, apparently the book was on the agenda, there was a motion, a second, and a vote. She did not relay to me that there was any discussion, nor did she recall if any discussion was specifically called for.

I feel very strongly that before the Board bans a book and impinges on the First Amendment Rights of its students, there should be a considered and thoughtful discussion about the matter which includes all of the differing viewpoints. I realize that some of the Board members are new. Perhaps these Board members have not yet had training on how to function on a school board. I realize that many of the Board members may not have specific legal background with respect to First Amendment issues as they apply in the public school system.

I am sure the Board's legal counsel can provide a thorough analysis of the matter to the Board, but I do want to highlight the case of *Board of Education v. Pico*, 457 U.S. 853 (1982). In this case, the Supreme Court held that a book banning was improper. Interestingly, *Pico* involved a situation in which the evidence established the board had disregarded its committee's recommendations, and removed the books according to an irregular and ad hoc procedure.

The availability of a library in a school is obviously important to a student. I have learned in my recent research into this area that library resources enjoy a heightened protection under the First Amendment, as compared with curricular materials. It is also my understanding school boards do not have an absolute and unqualified right to remove a book from a school library. The discretion of the board must be measured by important First Amendment contours. It is unconstitutional for a school board to remove a book to deny students access to objectionable ideas contained in a book, or to remove a book simply because certain board members do not like it.

Where a board is not even familiar with the book before they ban it, it is likely that there is an improper and unconstitutional motive in banning the book. *See, Campbell v. St. Tammany Parish School Board*, 64 F.3d 184 (5th Cir. 1995). Again, I am extremely concerned that there was no thoughtful, consistent or appropriate explanation for the Board's action in banning the book.

I am also troubled with Dr. Sandberg's suggestion that the book banning will not be put on the agenda in May or in June or, if the Board follows her recommendation, for the following six months. I do not understand why ignoring the issue helps the situation. Indeed, it seems to me that if this issue would have been fully aired, there would not be the divisiveness in the community which now exists.

I am also concerned that the yearbook staff has been directed to refrain from any mention of "this incident" in the yearbook. This is plainly an effort to limit freedom of speech, and heavy handed, at a minimum. It suggests to me that the Board and Administration is embarrassed by the handling of the matter. I would ask that the Board direct that a supplement to the 2009-2010 yearbook be created which addresses this situation in full.

I respect the people who agree to serve on the School Board. I trust the School Board wants to do the right thing, in a constitutional manner. I hope that this Board also respects my opinion as a parent, as a member of the community, and as an attorney. If not, I urge the Board to contact their own attorney, and confer with other parents and community members to ensure the full spectrum of opinions on the book, and the Board's process, are at least heard.

I respectfully request the following items:

1. A copy of the certified minutes from the March 2010 and April 2010 Board meetings;

2. The contact information for the attorney advising the Board;

3. A copy of all policies and procedures relating to the removal of materials from curriculum and/or the library;

4. A copy of all policies and procedures regarding the setting of Board agendas, and the accommodation for public comment;

5. A commitment to put this matter back on the agenda in the nearest possible time frame; and

6. An explanation, in writing, as to why the Board thought it was appropriate to ban the book, along with identification of which members of the Board read the book *prior* to the banning and which did not.

I urge the Board to consider less restrictive measures than banning to deal with any legitimate concerns the Board may have. The book is a National Book Award winner. I have now read it. Whether I like it or not does not matter [although I did like it and found it less explicit than both prime time TV and the Bible.] The point is the book has won countless awards from respected authorities, was in the curriculum, and was authorized to be taught by parents in at least two classes. The committee formed to analyze the book did not recommend banning.

The process which the Board undertook in banning the book is disconcerting. I must respectfully state that I believe the process was flawed. The Board's action is incompatible with what we teach our children about the First Amendment, and does not comport with the careful board governance and responsibilities of public office which I am sure the Board members strive to achieve.

I look forward to hearing from you.

Very truly yours,

Angela K. Drake

AKD:jmp

Stockton R-1 School District

Dr. Vicki Ranes Sandberg, Superintendent

www.stockton.k12.mo.us

906 South Street
P. O. Box 190
Stockton, Missouri 65785

Phone 417.276.5143
Fax 417.276.3765

June 9, 2010

Angela K. Drake
PO Box 929
Stockton, MO 65785

Dear Ms. Drake:

This is a follow up to your letter addressed to the Stockton R-1 School Board that was dated May 14, 2010. Enclosed you will find (1) copies of the board policy, procedures and form related to challenged material, (2) copies of the Board Policy 0411 and 0412 which deals with Board agendas, and (3) copies of the March and April Board minutes

I do not have information regarding who read or didn't read the book prior to the vote.

If you have any questions, feel free to contact my office.

Sincerely,

Dr. Vicki Ranes Sandberg, Ed.D.

Dr. Vicki Ranes Sandberg

Encl.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0411
(Regulation 0411)
(Form 0411)

Meetings

Meeting Agenda

A tentative agenda for each regular, special or proposed closed meeting of the Board shall be prepared by the Superintendent, in consultation with the Board president, and shall be included in any public notice of such meetings. Any member of the Board may request items to be placed on the agenda. The tentative agenda, related materials and minutes of the previous meeting shall be mailed to each member of the Board at least four days prior to the stated meeting unless a special emergency meeting is called at a time which makes the four day prior notice impossible.

The agenda for each meeting of the Board shall be adopted or modified by a motion by a majority of those Board members present. Once the agenda is approved, it shall require a vote of majority of the Board members present to make additional modifications.

The agenda for closed sessions shall be on a separate document; however, the motion to close a meeting must be voted on during a public meeting and must also include the reasons for closing the meeting with references to the specific topics under the provision of Section 610.021, RSMo. as valid grounds for a closed meeting session.

Meetings

Meeting Agenda

Order of Business

The President of the Board, upon taking the chair, shall call the members to order, on the appearance of a quorum. The order of business shall be as follows, unless changed by the President:

1. Call to Order

2. Approve/Amend Agenda

3. Consent Agenda
 - Approve Minutes
 - Budget Amendments and Transfers
 - Financial Recap and Payment of Bills

4. Superintendent's Reports and Recommendations

5. Unfinished Business

6. New Business

7. Adjournment

Parliamentary Procedure

In all matters not covered by the Rules of the Board, parliamentary procedure shall be governed by ***Robert's Rules of Order***.

Vote of Member

Unless excused every member present shall vote on all questions, and no member shall leave before the close of the session without permission of the president.

Meetings

Meeting Agenda

AGENDA
BOARD OF EDUCATION
STOCKTON R-I SCHOOLS
OCTOBER 13, 1998, 7:30 P.M.
SUPERINTENDENT'S OFFICE

1. **Call to Order**

2. **Approve/Amend Agenda**

3. **Consent Agenda**

 A. Approval of Minutes of Previous Meeting
 B. Budget Transfers and Amendments
 C. Approval of Bills

4. **Superintendent's Report**

5. **Unfinished Business**

 A. Construction Progress Report
 B. Long Range Planning Update

6. **New Business**

 A. Adoption of Evaluation Policy
 B. Consideration of Sosa Elementary Boundary Change
 C. Language Arts Curriculum Recommendation

7. **Executive Session – Closed Meeting, Closed Vote and Record to Consider (See Posting)**

8. **Adjournment**

Meetings

Meetings - Participation by Public

A designated period of time may be provided for public comments at all regular Board meetings. The Board is very interested in citizen viewpoints and problems, however, citizens are encouraged to work through problems at the building and/or administrative levels before coming to the Board. Remarks may be limited to three minutes and to one appearance, thus allowing a maximum number of participants in the allotted time period in which citizens are to speak to issues. Questions directed to the Board may not always be answered immediately. All questions will be responded to by an appropriate person as soon as possible. Persons who wish to suggest items for the agenda should contact the Superintendent.

DOUGLAS, HAUN & HEIDEMANN, P.C.

ATTORNEYS AT LAW

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July 14, 2010

Doug Bonney
Chief Counsel & Legal Director
ACLU of Kansas & Western Missouri
3601 Main Street
Kansas City MO 65111

Re: Stockton R-1 School District (Book Removal)
DHH No. 8191-017
DHH Client: Stockton School District

Dear Mr. Bonney:

This will acknowledge receipt of your letter of July 12, 2010, on behalf of the School District.

This office, as School attorneys, has been requested by the Superintendent to review this matter after the decision of the School Board was made as a result of correspondence received by the School District from patrons, both pro and con (predominately the former).

We will be conferring in executive session for discussion of legal matters with the Board at its July 21, 2010 meeting and I will provide a further response to you following that meeting.

In the meantime, should there be any further correspondence please direct that correspondence to the undersigned. Enclosed please find minutes from the review committee per your request.

Yours truly,

DOUGLAS, HAUN & HEIDEMANN, P.C.

By _____
Kerry D. Douglas

KDD:jsh
cc: Shannon Snow, Superintendent (via facsimile)
(417) 276-3765

Results of the Book Review Committee.

On April 12, 2010 the committee met in the Board room to discuss the book, *The Absolutely True Diary of a Part-Time Indian,* which had been challenged by a patron due to "profanity, graphic violence, and sexual content". The patron continued to state that he felt "that it is not age appropriate or that it represents our community values."

The committee members consisted of the following:
John French, principal
Keli Vaughn, high school librarian
Kirk Welch, high school teacher
Carol Halley, department teacher
Rodney Shipley, board member
Joy Rutledge, parent
Roger Meeks, parent
Linda Burmester, patron
Bradley Wright, patron

The committee may recommend to the Board that the questioned book be (1) retained without restriction; (2) retained with restriction, or (3) not retained.

The committee members had different views regarding how they should deal with the book. The members thought the theme and story were good but most of them were concerned about the language used in some passages; however, after approximately an hour discussion, the Committee agreed on the following recommendation to the Board:

That the book should be left in the high school library and labeled regarding its content but that it should not be taught in the classroom; therefore their recommendation is to retain the book with restrictions.

The Board can accept or reject the Committee's recommendation.

Dr. Vicki Sandberg,
superintendent

AGENDA

I. Status with Board and Snow

A. Hired Attorney?

B. Have all letters been delivered to Board?

C. Has letter from ACLU made it to Board?

II. Issues to Address

A. Our Requests

1. Book back in curriculum. (Complainant just asked for parental permission, not a ban from curriculum and library).

2. Book back in the library ASAP.

3. New policies which reflect commitment to importance of library and availability of books. Respect for teachers and acknowledgment that proper processes be followed (teachers must be first to respond to a complaint, and any reviewing committee must include tenured teachers currently using the material).

4. Board training on Board Policies and First Amendment issues in particular. School is taxpayer funded and not private so the Board members can't do whatever they want just because they feel like it.

5. Human resource management policies that protect teachers who report or otherwise stand up to defend violations of the U.S. Constitution.

B. Next Steps

1. Prepared to litigate

2. Willing to mediate

3. Insurance carrier for School Board notified?– we need copy of the letter tendering the matter to the insurance company and a copy of the policy for the Board if it exists (this is important because the $200,000 paid in the Olathe case to the ACLU attorneys came from the insurance policy and not out of the school budget).

4. Continued Letters to the Editor and appeal to the wider media.

Civ & School Law
Dan Zaft

5. Other organizations, in addition to the ACLU will also be sending letters to the Board in the very near term, as they have asked for information to formulate their letters.

III. Conclusion

A. We want this resolved sooner rather than later in the interests of the administrators, teachers, children and community.

B. Other school boards have reversed their position on banning without litigation (Kite Runner/Illinois).

C. Giving the Board the benefit of doubt, it was likely never fully briefed on the issues and implications surrounding a book ban, and unaware of the Policy designed to keep books in School (Policy 6241).

D. This will not "go away." Sandberg's judgment call that this would "go away" was incorrect. The issue will just continue to grow. The only solution is to put the book back now, and move forward with better policies.

For Opinion See 1996 WL 705787 , 1996 WL 568841 , 908 F.Supp. 864 , 1995 WL 477705 , 895 F.Supp. 1463 , 1995 WL 358198 , 1995 WL 340988 , 162 F.R.D. 147 , 1995 WL 106739 , 1995 WL 36545 , 1994 WL 479087

Motions, Pleadings and Filings

United States District Court, D. Kansas.

Stevana CASE, a Minor, by and through her parent and next friend, Steven Case; Steven Case, individually; Amanda Greb, a Minor, by and through her parent and next friend, Cynthia Greb; Cynthia Greb, individually; Rebekka Kamberg, a Minor, by and through her parent and next friend, Mary-Lane Kamberg; Mary-Lane Kamberg, individually; and Sam Pierron, a Minor, by and through his parent and next friend, Amy Pierron; Amy Pierron, individually, Plaintiffs,

v.

UNIFIED SCHOOL DISTRICT NO. 233, Johnson County, Kansas; Dr. Ron Wimmer, in his capacity as Superintendent of Schools; and Dr. Lowell Ghosey, in his capacity as Principal of Olathe South High School, Defendants.

No. 94-2100 GTV.

March 9, 1994.

Complaint

Shook, Hardy & Bacon P.C., J. Eugene Balloun, #04892, David J. Waxse, #07357, John T. Bullock, #15119, 40 Corporate Woods, Sixth Floor, 9401 Indian Creek Parkway, P.O. Box 25128, Overland Park, Kansas 66225, (913) 451-6060, Fax: 913-451-8879, American Civil Liberties Union, Arts Censorship Project, Marjorie Heins, 132 West 43rd Street, New York New York 10036, (212) 944-9800, Attorneys for Plaintiffs

Nature of the Action

1. This action is brought pursuant to 42 U.S.C. § 1983, 28 U.S.C. § 2201, and Kansas state law, arising out of the violation of rights guaranteed to Plaintiffs by the First and Fourteenth Amendments to the United States Constitution, and the Constitution of the State of Kansas, Bill of Rights § 11.

Jurisdiction and Venue

2. Jurisdiction is proper in this Court pursuant to 28 U.S.C. §§ 1331, 1343, and 2201.

3. Venue is proper in this Court pursuant to 28 U.S.C. § 1391(b).

Parties

4. Plaintiff Stevana (Stevie) Case is a seventeen year old senior at Olathe East High School and a resident of Olathe, Kansas. She is an honor student, a National Merit Semi-Finalist, president of the student government, and active in speech and dramatics.

5. Plaintiff Steven Case is a resident of Olathe, Kansas and parent of Plaintiff Stevie Case. He is also a full-time teacher at Olathe East High School. In addition, he has a son who is in the ninth grade in the Olathe School District.

6. Plaintiff Amanda Greb is a sixteen year old senior at Olathe South High School, and a resident of Olathe, Kansas. She is an honor student, a National Merit Semi-Finalist, and active in debate and forensics.

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7. Plaintiff Cynthia Greb is a resident of Olathe, Kansas and parent of plaintiff Amanda Greb. She also has a son who is in the ninth grade in the Olathe School District.

8. Plaintiff Rebekka (Becky) Kamberg is a sixteen year old junior at Olathe South High School, and a resident of Olathe, Kansas. She is a 4.0 student, a state champion swimmer, and a Scholastic All-American.

9. Plaintiff Mary-Lane Kamberg is a resident of Olathe, Kansas and parent of Rebekka Kamberg. She also has a daughter who is in the fifth grade in the Olathe School District.

10. Plaintiff Sam Pierron is a seventeen year old senior at Olathe South High School, and a resident of Olathe, Kansas. He has received awards for excellence in math and science, is active in extra-curricular activities, and is a member of the school's "Categories" team.

11. Plaintiff Amy Pierron is a resident of Olathe, Kansas and parent of Sam Pierron. She has two other children who are in grade school in the Olathe School District.

12. Defendant Unified School District No. 233, Johnson County, Kansas (the "Olathe School District") is a duly organized school district of the State of Kansas and commonly known as the Olathe School District. The Olathe School District is responsible for the operation of Olathe South High School, Olathe East High School, and Olathe North High School. The Olathe School District is a proper party to this action pursuant to K.S.A. § 72-8201.

13. Defendant Dr. Ron Wimmer is and was at all relevant times a resident of Olathe, Kansas and the Superintendent of Schools for the Olathe School District. Dr. Wimmer oversees operation of the three high schools in the Olathe School District.

14. Defendant Dr. Lowell Ghosey is and was at all relevant times a resident of Olathe, Kansas and principal of Olathe South High School.

Factual Allegations

15. The Olathe School Board (the "Board") is the executive governing body of the Olathe School District, and is comprised of seven members elected by residents of the Olathe School District. The Board is responsible for overseeing the operation and maintenance of schools within the Olathe School District. Its members are:
- Frank Taylor, President of the Olathe School Board;
- Robert Drummond, Vice-President of the Olathe School Board;
- Kevin Hammeke;
- Ron Hinkle;
- Steve Hougland;
- Rick Marriot; and
- Janet Simpson.

16. Annie On My Mind (Farrar, Straus & Giroux, 1982), by Nancy Garden, is a critically acclaimed novel intended for junior high and high school age readers. Annie On My Mind ("Annie") has received at least twenty literary awards, called distinctions, including the American Library Association's "Best of the Best" distinction. According to the American Library Association, the book tells a story where "Liza and Annie meet at New York's Metropolitan Museum of Art, fall in love, then find that a public declaration is too threatening to their friends and relatives." ALA Best Books for Young Adults, Booklist, March 15, 1983, at 960. In the New York Times' "Parents Guide to the Best Books For Children" (1991), at 395, Annie On My Mind is described as "an unusually strong and unsentimental novel." Another critic calls Annie a "bittersweet love story." Booktalk! 2 (H.W. Wilson Co., 1985) at 150.

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17. On December 14, 1993, Olathe School Superintendent Ron Wimmer ordered that Annie be removed from the shelves at Olathe High School libraries. Prior to that time, Annie was available in the libraries at Olathe East High School and Olathe South High School, having been purchased and kept in the libraries' general collections since the early 1980s. The book was available for voluntary reading or check-out, and was not part of the curriculum or assigned reading for any course taught in the Olathe School District.

18. Dr. Wimmer's decision to remove the book came at a time when special interest groups were urging the Shawnee Mission School District and other area school districts to censor books those groups found objectionable for political and religious reasons.

19. Although the Olathe School District never received a formal complaint about Annie, Dr. Wimmer feared the presence of the book would make the School District the object of controversy. In announcing his decision to pull the book from library shelves, Dr. Wimmer stated:
It is not a matter of the topic, it is the attention that has generated significant discussion that is not in the best interest of the school district.

Kansas City Star. Wednesday, December 15, 1993, at C-1. At that time, Dr. Wimmer also remarked that the public schools are "not ... a place to deal with all the tough social issues we have in our society." Id. at C-10.

20. In November, 1993 prior to announcing his decision to ban the book, Dr. Wimmer had appointed a special review committee to evaluate the book and recommend whether it should be retained in the school libraries. The special review committee was comprised of librarians from the three high schools and Assistant Superintendent Alison Banikowski. The committee reviewed the book, found that it easily met District standards, and recommended it remain a part of the library's collection.

21. Dr. Wimmer met with the special review committee again on December 13, 1994. At that meeting, Dr. Wimmer told the committee that, over the weekend, he had revised the District's policy on the acceptance of donated books. According to Dr. Wimmer's new policy, books donated by special interest groups would only be accepted when "such donations do not advocate a special interest agenda contrary to the best interest of the school district and only when such donations are deemed appropriate for general student use." Olathe Daily News. Dec. 22, 1993, at 4. Dr. Wimmer told the committee that the policy would be enforced uniformly, and that books already on the shelves, like Huckleberry Finn, would remain there. Based on Dr. Wimmer's statements, committee members believed that Dr. Wimmer intended to leave Annie in the library.

22. The next day, Dr. Wimmer publicly announced that he was banning Annie from libraries in the District:
It was our feeling that in regard to a book that has not been checked out or utilized or is not part of our curricular program, it would be unnecessary for us to enter a situation that furthered controversy or reflects the appropriate concern on the behalf of the community.

Kansas City Star. December 15, 1993, at C-1.

23. Although Dr. Wimmer's decision to ban Annie reflected a desire to avoid controversy, controversy nonetheless ensued when shocked teachers, parents, and students learned of his decision to pull the book from library shelves.

24. On January 6, 1994, Plaintiff Amanda Greb spoke before the Board in opposition to the banning of Annie from her high school library. Ms. Greb presented to the Board a petition in opposition to Dr. Wimmer's decision, signed by 604 Olathe South High School students, and one parent. Others testified before the Board, including Plaintiff Stevie Case, parents, and members of the Olathe community. Plaintiff Stevie Case presented a unanimous resolution of the Olathe East student body condemning censorship and calling for return of Annie to the school library. Other students who

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spoke called for free access to information and ideas in school libraries.

25. Following that testimony, the Board adjourned to a private session. A short time later, the Board reconvened in public and voted 4-2 to support Dr. Wimmer's decision to remove Annie On My Mind from the high school libraries. The Board members who voted against removal of the book were Kevin Hammeke and Steve Hougland. The Board gave no explanation or justification for its decision.

26. The next week, on January 11, 1994, Dr. Wimmer met with seniors at Olathe South High School to explain his decision. Among those present were plaintiffs Amanda Greb and Sam Pierron. Dr. Wimmer told the students that Board members would not reconsider their decision to remove Annie from the library. He said the Board feared a backlash from members of the community who disapproved of the book, although in his view those people supported the ban for "the wrong reasons." Dr. Wimmer told the students he removed the book because he feared the district would be embroiled in controversy. He admitted, however, that in hindsight, the decision had created just the opposite effect - it increased controversy. Dr. Wimmer told the students that if he had it to do it over again, he would not make the same decision, but it was now too late to change his mind.

27. Dr. Wimmer met again with students on January 19, 1994. Among those present were plaintiffs Amanda Greb, Stevie Case, and Sam Pierron. Dr. Wimmer told the high school students that he did not want to censor books, but that the removal of Annie On My Mind was necessary to deal with "a controversy going on in the area" and that his decision was "appropriate for the time."

28. At that same meeting, Dr. Wimmer discussed the District's official procedure for removing a book from school libraries. The District had a policy, which is still in effect, setting out a twelve-step written procedure to address concerns about curriculum or library materials. According to the policy, when a patron makes a formal complaint, the school principal must attempt to resolve the complaint informally through discussion with the library patron. If those efforts fail, the complaint is then referred to the appropriate library media coordinator, who appoints a committee to review the complaint. The committee is charged with reading the subject material and preparing a written recommendation. According to the policy, the committee must take into account:
• Philosophy of the district, school and media center;
• Principles set forth in the American Library Association's "Library Bill of Rights" and the freedoms guaranteed in the First Amendment of the U.S. Constitution;
• Professional reviews and experiences of area librarians and teachers with the media challenged;
• Literary worth of the book as a whole rather than judgments based on selected passages pulled from overall context;
• Principles of intellectual freedom.

Pursuant to District policy, the committee's report is furnished to the building principal who is responsible for implementing the committee's decision. The final step of the process allows for appeal to the superintendent.

29. At the January 19, 1994 meeting, Dr. Wimmer acknowledged that official policies and procedures were not followed in the removal of Annie. He explained that his ad hoc decision to remove the book was intended "to preempt the process" and "jump to the last step."

30. On January 20, 1994, Dr. Wimmer met again with the review committee, but stood firm in his decision to ban the book.

31. That same day, Plaintiff Amanda Greb addressed the Olathe South Student Government General Assembly, which thereupon passed a resolution protesting the infringement of students' First Amendment rights and calling for return of the book. Earlier, several students had proposed a walkout to protest the censorship, but the students decided against countering an illegal action with another illegal action, and the proposal of a walkout was not adopted.

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32. On January 10, 1994, to increase awareness of the Board's action, plaintiff Stevie Case circulated fliers at Olathe East High School. The fliers provided basic information about the decision and urged that interested students write the School Board and attend the next School Board meeting to register their views.

33. Plaintiff Amanda Greb thought fliers would increase awareness of the issue at Olathe South, and mentioned her idea to Student Council Secretary Jessica Stites. Ms. Stites told Ms. Greb to be careful, because the school requires prior approval for the display of student-created materials, such as student government campaign posters. Ms. Stites cautioned Ms. Greb that the school principal, Dr. Ghosey, would not allow her to distribute the fliers without his prior approval. Following that discussion, Ms. Greb asked Vice-Principal Ken Taylor whether she needed permission to distribute her fliers, and Mr. Taylor told her that Dr. Ghosey would have to approve the fliers before they could be passed out to other students.

34. On January 26, 1994, Plaintiff Amanda Greb asked Olathe South Principal Dr. Lowell Ghosey for permission to distribute fliers that would inform other students of the decision to ban Annie On My Mind. Dr. Ghosey told Ms. Greb that if she tried to distribute any fliers, there would be "consequences." Dr. Ghosey did not elaborate on what those "consequences" would be. Ms. Greb suggested passing out fliers in the parking lot, but again Dr. Ghosey refused, threatening further - still undefined - "consequences." Ms. Greb asked if she could distribute white lapel ribbons for students to wear to show their opposition to the District's decision; again the answer was no.

35. Later that day, Ms. Greb met again with Dr. Ghosey. This time, she brought a fellow student to be a witness. Ms. Greb asked Dr. Ghosey if he had changed his mind about the fliers. Dr. Ghosey told her that he had not. He also remarked on Ms. Greb's intent to distribute white lapel ribbons along with the fliers. Dr. Ghosey asked Ms. Greb if she was aware that people would think the ribbons stood for support of the Ku Klux Klan. Ms. Greb responded that the ribbons would be distributed with the fliers to remove any doubt what they stood for. Dr. Ghosey then said he could not allow her to distribute a flier with Dr. Wimmer's name on it. Ms. Greb pointed out that it was Dr. Wimmer who made the decision to remove Annie from the school library, and therefore the flier was factually accurate. Although she and Dr. Ghosey disagreed on that point, Ms. Greb thought it expedient to remove Dr. Wimmer's name from the flier, and said she would do so. Dr. Ghosey told Ms. Greb she could not distribute the fliers, but that she could pass out the ribbons if there were no complaints.

36. That night, Ms. Greb met with Plaintiff Stevie Case, and they consulted the ACLU student handbook, The Rights of Students (3d Ed. 1988), regarding the subject of student-initiated speech. Ms. Case photocopied for Ms. Greb several pages from the handbook that reported authority in support of her right to distribute the fliers.

37. The next day, Ms. Greb again met with Dr. Ghosey. She showed Dr. Ghosey several pages from the ACLU student handbook, and again asked if she could distribute the fliers. Dr. Ghosey reviewed the ACLU materials, and questioned Ms. Greb extensively about the content of the fliers and her plans for distribution. Dr. Ghosey asked Ms. Greb what she hoped to accomplish by distributing the fliers. Ms. Greb responded that she hoped to raise students' awareness of the issue as well as educate them. Dr. Ghosey told her that students were already aware of the issue. He asked her why, if the Board's action was illegal (as claimed in the flier), Board members had not been arrested. Ms. Greb explained to Dr. Ghosey that the Board's action was a violation of the First and Fourteenth Amendments, and therefore illegal even though no specific state or federal statute had been broken. Dr. Ghosey questioned her about who would distribute the fliers and when, and stated that passing out fliers before school would be disruptive. Ms. Greb reminded Dr. Ghosey that Stevie Case had circulated similar fliers at Olathe East, without incident.

38. Following that exchange, Dr. Ghosey then engaged Ms. Greb in a discussion of current Supreme Court precedent regarding the banning of library books. He noted with approval that Ms. Greb had deleted Dr. Wimmer's name from the fliers, but again stated he had reservations about her handing out fliers before school and that he would not advise it. Ms. Greb asked specifically if there would be "consequences"; Dr. Ghosey said no, there would not be.

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39. Finally, Dr. Ghosey told Ms. Greb she could distribute the fliers, but only on one occasion, and then conditioned upon one day's advance notice. He warned her that if there was one complaint, permission would be revoked.

40. On February 2, 1994, Ms. Greb gave the necessary one day's notice, telling Dr. Ghosey that the fliers would be distributed the following day. Dr. Ghosey again admonished her against causing a disturbance. The fliers were passed out on February 3, 1994, without incident.

41. Plaintiffs have reason to believe that Dr. Wimmer's decision to ban Annie was motivated by a fear that religious and political interest groups would successfully oppose the District's upcoming bond issue, which is scheduled for April 5, 1994. When the book became controversial in other school districts, Dr. Wimmer received telephone calls demanding that the book be pulled from Olathe High School libraries. Plaintiffs have reason to believe that some of the callers threatened Dr. Wimmer, warning him to take the book out of the library or the bond issue would fail. A local newspaper editorial criticized the decision to ban Annie, but conceded that the controversy might adversely affect the way some voters view the bond election. However, that editorial also observed:
The district also risks losing support by being perceived as buckling under to those who would censor the reading of others. A discomfiting precedent has been set here.

Kansas City Star (Olathe Edition), December 25, 1993, at 2.

42. The telephone calls to Dr. Wimmer started about the time Project 21, a national organization, offered to donate gay-themed books to area high school libraries. Angry protesters in Kansas City, Missouri, assembled on the steps of the Kansas City School District headquarters and burned a number of books, including Annie On My Mind. Media attention generated by this event immediately preceded the threatening calls to Dr. Wimmer. No formal complaint was ever filed in the Olathe School District, yet Annie On My Mind was pulled from library shelves in an apparent attempt to appease those who disapproved of the ideas expressed in the book.

43. The Defendants' decision to ban Annie On My Mind was motivated by a desire to avoid controversy by suppressing the ideas contained in the book. The educational suitability of the book was never questioned. The decision was not motivated by considerations of literary worth, or concerns over morality, good taste, or relevance to education. Dr. Wimmer told the Olathe Daily News that the book was banned because "this is a controversy we do not need to bring into the school district." Olathe Daily News, December 15, 1993, at 10A. Defendants acted to ban Annie On My Mind for partisan and political reasons, out of a belief that suppressing the ideas contained in Annie would further their political agenda.

44. Stevie Case, addressing the Olathe School Board, reminded its members of the District's official policy concerning library materials. She quoted two passages from that policy, which describes the School District's goals:
• "To develop within each student the skills necessary to get along with others, both those with whom we work and live as well as those whose ideas are different, to develop in each student understandings, appreciation, attitudes and ideals that are fundamental to the American way of life, to develop within each student a knowledge of self-worth as well as the worth of others, and also to develop in each student an understanding of the physical, social, and economic world in which we live."
• "To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgment."

Ms. Case told the Board that keeping Annie in the library furthers these important goals.

45. Before that same body, Ms. Greb concurred in Stevie's assessment, quoting the late President John F. Kennedy:
"We are not afraid to entrust the American people with unpleasant facts, foreign ideas, alien philosophies, and competitive values. For a nation that is afraid to let its people judge the truth and falsehood in an open market is a nation

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that is afraid of its people."

Ms. Greb concluded her testimony with a quote from the American Library Association, reminiscent of Justice Oliver Wendell Holmes:
"Intellectual freedom, the essence of equitable library services, promotes no cause, furthers no movements, and favors no viewpoints. It only provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable."

Count I

Claims of All Plaintiffs Against the Olathe School District nd Dr. Ron Wimmer For the Violation of Rights uaranteed By the United States Constitution

46. Plaintiffs incorporate by reference paragraphs 1 through 45 of the Complaint and reallege those facts as if specifically set forth herein.

47. The actions of defendants Olathe School District and Dr. Ron Wimmer, as described herein, have denied and infringed upon rights guaranteed to Plaintiffs by the First and Fourteenth Amendments of the United States Constitution.

48. The actions of defendants Olathe School District and Dr. Ron Wimmer, as described herein, were motivated by partisan and political considerations and were designed to suppress ideas, abridge freedom of speech and expression, deny free access to information and ideas, and to prescribe what shall be orthodox in matters of opinion and belief.

49. The actions of defendants Olathe School District and Dr. Ron Wimmer, as described herein, were taken under color of state law in direct violation of Plaintiffs' constitutional rights, and are therefore actionable under 42 U.S.C. § 1983.

50. Because of the actions of defendants Olathe School District and Dr. Ron Wimmer, Plaintiffs have suffered direct and immediate violation of fundamental rights guaranteed by the United States Constitution and are therefore entitled to injunctive and declaratory relief, pursuant to Federal Rules of Civil Procedure 57 and 65, and 28 U.S.C. § 2201, to redress, remedy, and prevent future violations of their rights and the rights of others.

Count II

Claims of Plaintiff Steven Case in His Capacity as Teacher Against the Olathe School District vand Dr. Ron Wimmer for the Violation of Rights Guaranteed By the United States Constitution

51. Plaintiff Steven Case incorporates by reference paragraphs 1 through 50 of this Complaint and realleges those facts as if specifically set forth herein.

52. The actions of defendants Olathe School District and Dr. Ron Wimmer, as described herein, have denied and infringed upon rights guaranteed plaintiff Steven Case by the First and Fourteenth Amendments to the United States Constitution.

53. The actions of defendants Olathe School District and Dr. Ron Wimmer, as described herein, were and are in violation of plaintiff Steven Case's rights as a teacher and patron of the school library. Defendants' actions were motivated by partisan and political considerations and were designed to suppress information and ideas, abridge freedom

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of speech and expression, deny free access to ideas, and to prescribe what shall be orthodox in matters of opinion and belief.

54. The actions of defendants Olathe School District and Dr. Ron Wimmer are further in violation of plaintiffs' constitutional rights in that those actions have denied and infringed upon Plaintiff's right to academic freedom as guaranteed by the First and Fourteenth Amendments to the United States Constitution.

55. The actions of defendants Olathe School District and Dr. Ron Wimmer, as described herein, were taken under color of state law in direct violation of Plaintiff's constitutional rights, and are therefore actionable under 42 U.S.C. § 1983.

56. Because of Defendants' actions, plaintiff Steven Case has suffered direct and immediate violation of fundamental rights guaranteed by the United States Constitution, and is therefore entitled to injunctive and declaratory relief, pursuant to Federal Rules of Civil Procedure 57 and 65, and 28 U.S.C. § 2201, to redress, remedy, and prevent future violations of his rights and the rights of others.

Count III

Claim of Plaintiff Amanda Greb Against the Olathe School District and Dr. Lowell Ghosey Arising Out of the Violation of Rights Guaranteed by the United States Constitution

57. Plaintiff Amanda Greb incorporates by reference paragraphs 1 through 56 of this Complaint and realleges those matters as if specifically set forth herein.

58. The actions of defendants Olathe School District and Dr. Lowell Ghosey, as described herein, have denied and infringed upon rights guaranteed to plaintiff Amanda Greb by the First and Fourteenth Amendments to the United States Constitution.

59. The policy of defendants Olathe School District and Dr. Lowell Ghosey of pre-publication/pre-distribution review and censorship of student expression is unconstitutional both on its face and as applied to the facts of this case. Application of the policy in this case was designed to suppress ideas, abridge freedom of speech and expression, deny free access to information and ideas, and prescribe what shall be orthodox in matters of opinion and belief.

60. The actions of defendants Olathe School District and Dr. Lowell Ghosey, as described herein, were taken under color of state law in direct violation of Plaintiff's constitutional rights, and are therefore actionable under 42 U.S.C. § 1983.

61. Because of the actions of defendants Olathe School District and Dr. Lowell Ghosey, plaintiff Amanda Greb has suffered direct and immediate violation of fundamental rights guaranteed by the United States Constitution and is therefore entitled to injunctive and declaratory relief, pursuant to Federal Rules of Civil Procedure 57 and 65, and 28 U.S.C. § 2001, to redress, remedy, and prevent future violations of her rights and the rights of others.

Count IV

Claims of All Plaintiffs Against All Defendants For Violation of Rights Guaranteed by the Kansas Constitution

62 Plaintiffs incorporate by reference paragraphs 1 through 61 of this Complaint and reallege those matters as if specifically set forth herein.

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63. The actions of the Defendants as described herein have denied and infringed upon rights guaranteed to Plaintiffs by the Constitution of the State of Kansas, Bill of Rights § 11.

64. Defendants' actions as described herein were motivated by partisan and political considerations and were designed to suppress ideas, abridge freedom of speech and expression, deny free access to information and ideas, and to prescribe what shall be orthodox in matters of opinion and belief.

65. Defendants' actions as described herein were taken under color of state law in direct violation of Plaintiffs' constitutional rights, and are therefore actionable under the law of the State of Kansas.

66.Because of Defendants' actions, Plaintiffs have suffered direct and immediate violation of fundamental rights guaranteed by the Kansas Constitution and are therefore entitled to declaratory and injunctive relief to redress, remedy, and prevent future violations of their rights and the rights of others.

CLAIM FOR RELIEF

WHEREFORE, Plaintiffs ask for judgment in their favor, including a declaration that the actions of Defendants as described herein were and are unconstitutional, illegal, void, and that the same were in contravention of Plaintiffs' constitutional rights. Further, Plaintiffs ask that the Court order Defendants to return Annie On My Mind to high school libraries in the Olathe School District, and that Annie On My Mind be made generally available to students, parents, and staff of the Olathe School District during regular library hours and under the usual conditions prescribed for the use of library materials. Further, Plaintiffs ask for judgment that Defendants reimburse Plaintiffs for their reasonable attorney's fees, expenses and costs associated with the maintenance of this action, pursuant to 42 U.S.C. § 1988, and all such further relief as the Court may deem just and proper.

Motions, Pleadings and Filings (Back to top)

- 1996 WL 34303268 (Expert Report and Affidavit) Affidavit of Dan Biles (May 13, 1996)
- 1995 WL 17794109 (Expert Report and Affidavit) Report of Expert Witness Harold M. Voth, M.D. (Apr. 5, 1995)
- 1995 WL 17778679 (Expert Report and Affidavit) Report of Expert Witness Jared P. Pingleton, Psy. D. (Mar. 31, 1995) Original Image of this Document (PDF)
- 1995 WL 17778680 (Expert Report and Affidavit) Report of Ann Carlson Weeks, Ph.D. (Jan. 31, 1995) Original Image of this Document (PDF)
- 2:94cv02100 (Docket) (Mar. 09, 1994)
- 1994 WL 16437802 (Trial Motion, Memorandum and Affidavit) Memorandum in Support of Defendants' Motion for Summary Judgement (1994) Original Image of this Document (PDF)
- 1994 WL 16477225 (Expert Report and Affidavit) (Report or Affidavit of Dianne McAfee Hopkins, Ph.D.) (1994) Original Image of this Document (PDF)

Stevana CASE, a Minor, by and through her parent and next friend, Steven Case; Steven Case, individually; Amanda Greb, a Minor, by and through her parent and next friend, Cynthia Greb; Cynthia Greb, individually; Rebekka Kamberg, a Minor, by and through her parent and next friend, Mary-Lane Kamberg; Mary-Lane Kamberg, individually; and Sam Pierron, a Minor, by and through his parent and next friend, Amy Pierron; Amy Pierron, individually, Plaintiffs, v. UNIFIED SCHOOL DISTRICT
1994 WL 16437964 (D.Kan.) (Trial Pleading)

END OF DOCUMENT

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REQUEST TO SPEAK TO BOARD OF EDUCATION

Request Made By Cheryl Y. Marcum

Contact Information:

Address 20340 S. Hwy H
Stockton, MO 65785

Phone No. 276-2501

E-mail cymarcum@windstream.net

Prior to speaking to the Board of Education individuals should exhaust other possible remedies using the District's chain of command.

Specific reason/policy for request: (attach extra sheet if necessary)

I spoke with Dr. Vicki Sandberg May 11, 2010, requesting permission to speak to you about your decision to ban "The Absolutely True Diary of a Part-Time Indian." As a taxpayer, I wanted to ask questions about your decision. She rejected my request for public comment. Much has happened since then. I would like you to have the opportunity to answer patrons' questions as a board and I would like to give you some information from these patrons you ignored.

Signature of Requestor(s) Cheryl Y. Marcum

Date July 14, 2010

Stockton R-1 School District

Shannon D. Snow, Superintendent

www.stockton.k12.mo.us

906 South Street
P.O. Box 190
Stockton, Missouri 65785

Phone 417.276.5143
Fax 417.276.3765

July 28, 2010

Cheryl Y. Marcum
20340 S. Hwy. H
Stockton, MO 65785

Re: Book Issue

Dear Ms. Marcum:

This is a follow up to the questions that were posed to the Board in writing during the most recent board of education meeting. At that time Mr. Pyle indicated to you that responses would be forthcoming in due course.

However, in light of the motion that was approved by the board made after the questions were posed, we believe that it is most appropriate to defer responding to the questions until at or after the board meeting at which the issues regarding the book are reconsidered. As you know, the board has requested additional input from the review committee and it is highly probable that other information will be presented either by those for and those opposed to the book, as well as internally from the board's own consideration of the issues. Since all of the questions posed will be affected by the reconsideration, and because we expect many of the questions to be answered in the course of proceedings during the reconsideration, a formal response at this time, in light of the board's decision to reconsider its previous vote, is premature.

Yours truly,

Shannon D. Snow, Superintendent

From: <srummel@windstream.net>
To: <ssnow@stockton.k12.mo.us>
Date: Tuesday - August 17, 2010 10:54 AM
Subject: Stockton R-1 Board of Education Action

To the Stockton R-1 School Board

I support the Stockton R-1 School Board in their decision to remove the book, "The Absolutely True Diary of a Part-time Indian" from the classroom and the school library.

Even though the story may have some merit, I believe that because of the pervasively vulgar language, it is inappropriate to have in our school.

Respectfully,
Susie Rummel

From: "steve ewing" <fsbclifeguard@windstream.net>
To: <ssnow@stockton.k12.mo.us>
Date: Wednesday - August 18, 2010 9:10 AM
Subject: you're right

Shannon/Stockton School Board,

First of all I would like to say thank you for doing what is right. Many times in our lives people are quick to point out when we are wrong or when we make a mistake, however when we do things that are right and good we seldom get praised for it. With the decision you have made in dealing with the book and its contents you have took a stand and done what is best for our kids. Now rather than being praised for your decision you are being attacked. My opinion is exactly that, mine, however in the last month I have talked to many parents and many teenagers who understand and support you and have that same opinion. We want you to know that we appreciate what you are doing. Being a school board member can be a thankless job I'm sure. You may be tempted to say that you don't need the headaches and that you will not run for re-election, but you have taken a huge stand for our kids. A stand that the next person may not take. Again I would like to say thanks and that my prayers are with you.

Steve Ewing

From: "Michael Tunnell" <mktunnell@windstream.net>
To: <ssnow@stockton.k12.mo.us>
Date: Wednesday - August 18, 2010 7:39 AM
Subject: Book Banning

Board of Education,

I want you to know that I support your decision to exclude this book from our school. I understand the materials included in the book contain things that unfortunately too many children face and deal with in today's society; but that doesn't mean that is what we must teach from our educational system. Some things need and must be taught at home. Thank you for making a stand for what you believe to be right and not what someone else wants you to think.

Michael Tunnell

DOUGLAS, HAUN & HEIDEMANN, P.C.

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July 22, 2010

Mr. Doug Bonney
Chief Counsel and Legal Director
ACLU of Kansas & Western Missouri
3601 Main Street
Kansas City MO 65111

Re: Stockton R-1 School District (Book Removal)
DHH No. 8191-017

Dear Mr. Bonney:

Consistent with my letter to you of July 14, 2010 this is to advise that the Board of Directors of the Stockton R-1 School District did meet in executive session with me as legal counsel yesterday evening. Subsequently, in open session, a motion was made and approved that the decision of the Board on April 15, 2010 be reconsidered at a special meeting of the Board at a time and date to be determined based upon receipt of a revised report from the Review Committee.

In that connection, the Board effectively "remanded" the issue of "*The Absolutely True Diary of a Part-Time Indian*" to the Review Committee for a more detailed explanation regarding majority and minority findings, if any, as to whether the book is educationally suitable for use in the Stockton High School, whether there is vulgarity and sexual references in the book so as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for students to whom the book would be available if it remained in the library together with a request for factual basis for a determination of yes or no and a further request that if retention of the book in the school library is recommended with restrictions, for a further explanation of those restrictions that the Committee suggests.

Following receipt of the more detailed report from the Review Committee, the Board will need to call a special meeting at which time each side will be allocated a reasonable period to address the pros and cons as to the content of the book. The Board is primarily concerned with the

Committee's comments and public input regarding the graphic language and sexuality described in the book. A public vote will be taken following the hearing on the motion to reconsider after the Board receives the Review Committee and public comment and of course, their own conclusions from their personal review of the material.

Please advise if you wish to be notified as to the date and time of the Board meeting.

Yours truly,

DOUGLAS, HAUN & HEIDEMANN, P.C.

By _____
Kerry D. Douglas

KDD/bn
cc: Shannon Snow

Missouri State
UNIVERSITY

29 July 2010

Chad Pyle, School Board President
Stockton R-1 School District School Board
906 South Street
PO Box 190
Stockton, MO 65785

Dear Mr. Chad Pyle and Other Members of the Stockton R-1 District School Board,

As members of the English Department at Missouri State, we write to support the return of Sherman Alexie's novel *The Absolutely True Diary of a Part-Time Indian* to the Stockton High School Library. We also find Alexie's novel appropriate for a carefully considered curriculum suitable for students in Grades 9 – 12. We understand that others have weighed in on the legal matters of removing a book from a library or a curriculum. We wish to speak to the literary and educational value of Alexie's novel.

Dr. Jane Hoogestraat, a Professor in English, has read and reviewed Alexie's novel *The Absolutely True Diary of a Part-Time Indian* and offers the following report:

> In this novel, Sherman Alexie narrates the story of his main character--Arnold Spirit, Jr.—a Native American young man born with encephalitis, and relentlessly bullied for his disabilities. When Arnold chooses to transfer to an all-white school twenty-two miles away from his home because he seeks a better education, the bullying by other students, and in one case a parent, only worsens. While the bullying characters do use strong language, Alexie makes very clear in the immediate context that the characters are in the wrong and that their actions and their speech are despicable.
>
> I could almost predict which are the relatively few passages from the novel that are being quoted out of their context as objectionable. In cases such as this one, what often happens is that a relatively small list of passages (supplied either by an individual or by an external political group) are distributed as representative of the overall novel. *I wish to assure the Board that Alexie's primary purpose in the novel is not to engage in vulgarity for its own sake, to present prurient or pornographic material, or in any way to foster discrimination.*
>
> *Instead, Alexie's novel stands as a literary representation with a strong anti-bullying message, and the strongest anti-alcohol message I have ever encountered in literature.* The anti-alcohol message in particular is couched in terms where it might register with students in Grades 9 – 12. That is not a small point, and one I presume would be very much in keeping with community standards in Stockton.
>
> In addition, Alexie uses humor and irony throughout the novel to convey important information about cross-cultural understanding between Native American people and White Americans. I finished reading the novel with a strong sense that Alexie

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succeeded in his goals of providing such understanding, and I close by quoting a passage from near the end of the novel. Alexie's main character, Arnold, has just returned to his all white high school after a funeral for his sister, who died tragically from alcohol poisoning:

> I walked through the snow for a few miles until a white BIA worker picked me up and delivered me to the front door.
>
> I walked inside, into the crowded hallways, and all sorts of boys and girls, and teachers, came up and hugged me and slapped my shoulder and give me little punches in the belly.
>
> They were worried for me. They wanted to help me with my pain
>
> I was important to them.
>
> I mattered.
>
> Wow.
>
> All of these white kids and teachers, who were so suspicious of me when I first arrived, had learned to care about me. Maybe some of them even loved me. And I'd been so suspicious of them. And now I cared about a lot of them. And loved a few of them. (212-213)

That passage, late in the novel, summarizes the central idea of the entire book. Re-reading the passage as I typed it, I found it extremely moving and full of educational value for both students and adults.

Again, as members of the English Department, we endorse Dr. Hoogestraat's report. We recommend that the novel be returned to the library and support its being included in appropriate curriculum. Please do not hesitate to contact any of one of us if we might be of assistance in any way.

Respectfully,

Dr. Jane Hoogestraat, Professor of English
Ms. Carolyn Hembree, Instructor of English
Dr. Marianthe Karanikis, Assoc. Professor of English
Ms. Magdalena Berry, Instructor of English
Dr. W. D. Blackmon, English Department Chair
Mr. John R. Turner, Instructor of English
Dr. Marcus Cafagna, Assoc. Professor of English
Dr. Matthew Calihman, Asst. Professor of English
Dr. Lanya Lamouria, Asst. Professor of English
Dr. Keri Franklin, Asst. Professor of English
Dr. Etta Madden, Professor of English
Dr. Kris Sutliff, Assistant English Department Chair
Dr. Judith John, Professor of English
Dr. Clark Closser, Professor of English

Ms. Mara Cohen-Ioannides, Instructor of English
Ms. Tracy Dalton, Instructor of English
Dr. Shannon Wooden, Asst. Professor of English
Ms. Virginia Scott Hendrickson, Instructor of English
Dr. Margaret Weaver, Professor of English
Dr. Lyn Gattis, Asst. Professor of English

cc: Shannon Snow, Superintendent of Stockton High School
Kim Chism Jasper, Language Arts Department, Stockton High School

Book Review Committee
August 5, 2010 at 6:00 p.m.

Members present:
John French, High School Principal
Judy Culbertson, High School Teacher
John Elder, Communication Arts Teacher
Keli Vaughn, High School Librarian
Linda Burmester, Community Member
Joy Rutledge, Parent, Community Member
Roger Meeks, Parent, Community Member
Rick Pohlsander, Community Member
Rodney Shipley, Board of Education Member
Shannon Snow, Superintendent (recorder)

Before getting started, the group expressed that they felt it is very important to note that there are three new members of the committee, therefore the opinions may vary from the original committee.

1. Is the book educationally suitable for use in the Stockton High School classrooms? Please explain the basis for majority and minority opinions regarding this question.

A member states that her opinion would be the same, that it should be pulled from the classroom, but remain in the school library marked for content. She turned in a written statement attached to these notes. As a member of the original committee, she explained that a consensus was reached by the other group, but that there were extreme opinions on both sides. She did not feel it was educationally suitable.

Another member of the committee felt that there were a lot of issues in book and those issues are ones that resonate with kids – not something for middle school, but valuable as learning tool at HS. He saw kids in detention that were non readers who had meaningful discussions about the book. Kids understood the story. Kids never referenced the things that, in his opinion were not acceptable for MS students, but HS students used the language. He did not find it to be that inappropriate for the ways it was used. Story has more message that just those parts. The book reached kids that no other book did. Kids were talking about story, about hope, not language. He said "In that respect, I do think that it has educational suitability."

Another committee member asked, what is the objective of the book?

The communication arts teacher on the committee answered that it addresses the HS Course Level Expectations of summarizing, relationship, text to text, text to self, text to world, connections, in the novel. It also addressed, bullying, how to cope, how to relate, how to see hope in the real world.

He felt it was also applicable to career research, looking at different cultures, and multi-cultural lessons.

60

"I have taught novel based teaching for 27 years and have taught in small town of native Alaskans. {the committee member saying this made this correction : I taught in AZ. and worked with hispanic kids facing these same types of problems. I also grew up in AK. and knew a lot of of kids from native Alaskian families who faced the same trials that Alexie did.} Yes, I see that the other content is there. If you took that out, kids would not buy into it. Language is no problem for me. Not necessarily something that is right, but they wont relate if it is not. That is where these kids relate to the book. The book won awards b/c kids can see themselves, not in the language, in the fact that the kid was a loser, but he wanted better, he sought to make his life better, but kids in small town need to understand that there is something better."

Another teacher explained that the culture diversity addressed in the book is applicable to social science. She discussed the intended audience, purpose of language, and pointed to question 10 at the end of the book.

She said "Do I use that language in my daily life? No. Do I let my kids? Preferably not." How would a teacher in the classroom lead a discussion about this? I read the question (#10). I would say that this book is suitable for use in the high school classroom. She also mentioned author's voice.

Another member of the committee admitted that he had a different reaction to questions. Questions ruined the book, he wanted to enjoy it. It was a good read. His background has been working with youth my entire adult life, and he currently works with youth. He stated that some youth is appropriate for, some very inappropriate for. Some cannot handle the book. He brought up the example of a student that he knew personally, who would have a difficult time separating language in book from language in school. He stated that he would find difficult as a teacher for there to be a double standard, language that we can't use, but then expecting students not to model behavior that teachers are having them read.

At same time, it is not appropriate, he would expect that educators could express their views without using these colorful metaphors. He said that he found other ways to express himself, and encouraged young adults to express themselves another way. He stated that he didn't think you can use the book for every child

As to the question of it being educational suitable? He stated #1, if these are goals, there may be other books, if teachers are not looking into the other books they are missing their job and responsibility. He stated "I don't think at any time I would want my daughters to read the book. When I want to teach about sexuality I will teach them and my wife will teach them. I don't want a teacher doing that."

I agree that it should be left in the library with restrictions

He mentioned that the author's own website warns that there is profane content in the book. Reviews about the book that he read say that it will be banned.

Another member stated that it was probably about 6th grade level, and not challenging. While he understands how it is to get kids to read and said reading is key to education, he didn't think it was well written – It was too easy to read for HS. He also stated that he disagreed with vulgarity in book. And had kids who read the book, some liked it. But he stated that, as an adult, he didn't think the language is appropriate.

The principal said there are some of the lessons that are good and there were lots of good targeted ideas by teacher, messages of hope, etc. He stated "I wish it didn't have language." "I would think there would be other books that would be more suitable." As an administrator, you would hope that teachers would handle the situation and hope that you can trust in your teachers that they would go about things the right way. The problem is going to happen in health class. It is a double edge sword. Was there value in what was being taught? Absolutely."

Another member stated that there was redeeming value such as, perseverance but said other books could have been chosen for the same themes.

Another member said it was a double edge sword and would not let their 12 year old read it, but would their 16 year old. She said that she would like to have prior knowledge so that she can discuss it with her child. She also stated that she wished that the language was not there.

Another member said she felt the same way, it was a double edge sword. She felt like the easy reading level was not an issue for her because not all kids read at the same level. Her daughter read the book, and when she asked her daughter about it, the daughter did not notice the language. She said her daughter was a reader and didn't dwell on the language. But she also felt that her 13 year old son was not mature enough to handle the book.

Another member stated that it was on the recommended reading list of her friend's daughter, and her son said it was not a bad book. She also stated that she had covered language and meaning with her son. And that as a parent, she would encourage her son to read it.

One member asked what classes read this book? The answer was given as it was supposed to be all 9-12 students, but only the 9th and 10th grades read completely and the 11th grade was in the middle when the book was challenged.

One member reported that one website he looked at rated the book questionable until after 10th grade level.

Another member said that society has regressed and tolerated language that would have been inappropriate in the past.

The results of the vote for Question #1 Is the book educationally suitable for use in the Stockton High School classrooms? Please explain the basis for majority and minority opinions regarding this question.

was

5 suitable
4 not suitable

2. Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for High School students in grades 9-12?
{The committee felt that by including the word "some" before High School students it made it a more answerable question. So the question that the committee decided to address was as follows}

Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?

One committee member said that some language in the book would be language that students or staff member would be disciplined for.

Another member said that inappropriate language was interlaced throughout the book, citing the book's discussion of both a metaphorical and actual erection. He said that some mentions were metaphorical and some were real, and all of them were inappropriate. He went on to say that they were inappropriate for every student, and highly inappropriate for a number of students in our school that he had personal knowledge of.

Another member agreed that it was inappropriate, especially for mixed company.

Another stated that they agreed with that.

As to factual basis, the high school principal said that in our handbook addressed such language and that it would not be tolerated. He said that "if I walked by classroom, heard the f-word or talking about erections" according to our policy in the handbook which addresses verbal or written use of profane language, that the student would be disciplined. With the consequence ranging from getting on to the student, or OSS if bad enough. He also stated that if they said that to a teacher, they would be 'gone'. So by basing on that factual information, it is not appropriate.

He stated that some things don't need to be in there to get the message across. In his own experience, his English teacher would not have introduced the book.

There was also discussion of how many books could be removed from library because of language.

Another member of the committee said that to determine which students are ready to handle certain books, we should trust the teacher in classroom, but let the parents decide. They said we need to be up front to parent, with a well stated description, it can still be something that is read. They said that by putting in library and tagging it, parent can decide. If the book is marked, you (a parent's child) don't get to read it.

Another member said that in a classroom we put some kids in a situation that would not feel comfortable standing up and saying the book was awkward for them.

Another person said that we need to protect parents right to decide. And that the teachers probably had good intentions.

Another member said "Is it pervasively vulgar? The author's tone was 14 year old boy. Some kids use that language. Yes, it is pervasively vulgar."

Another said "I don't find language appropriate, but it fits the story, it is according to authors intent. That is what he (the boy in the story) would have used. I don't find it pervasive, do I find it appropriate for Middle School? Absolutely not, maybe 10th and above – some kids are ready, some are not, but do we limit it and take it away from all. Give kids choices." {This change was made to clarify the statement from the member who said it. "it says do I find it appropriate for Middle School? absolutely not. it should be absolutely, but not inappropriate for some High School students."}

A member agreed that it was maybe not for all students.

Is it vulgar and contain references that are inappropriate for 9-12 grades?

An original committee member stated that the first committee discussed two issues: classroom and library in one sense the question is unfair, some said yes, some no.

Another member of the committee said that to answer #2 we should answer 3 & 4, what are the concerns that would limit the use of this?

A member stated when it is a library book, students can choose, but to be part of curriculum-that is mandatory. Students had the option (to ask for an alternative), but how many once started, would ask for alternative. Peer pressure would be too great, especially if the student encountered inappropriate language and were uncomfortable after the book had been started. The student would feel pressure to continue with the same book.

Another said that there would be an extreme amount of pressure

Parents should be given more info about the curriculum, so they can decide.

One member said that even in 10 through 12th grade some students could be still offended.

Another member said that he didn't envy the HS principal. And was concerned about how to enforce double standard. It might be optional curriculum but didn't feel it was appropriate for all.

The results of the vote for Question #2 Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?

was

9 Yes-pervasively vulgar/inappropriate

0 No-not vulgar/inappropriate

3. If yes, describe the factual basis for such determination.

Personal conviction, maturity level, school policy and parent choice were the reasons given by the members of the committee.

4. If no, describe the factual basis for such determination.

There were no committee members who answered no to Question 2 {Is there such vulgarity and sexual references in the book as to cause it to be pervasively vulgar or contain content that is sexually inappropriate for ***some*** High School students in grades 9-12?} so this question was not addressed.

5. If retention of the book in the school library is recommended by either a majority or minority of the committee with restrictions, explain the specific restrictions that are suggested.

The High School Librarian said that all incoming freshmen attended meetings that tells them that an orange star marking on a book signifies adult content. She said that kids should know that it is in there.

Discussed possibility of limiting the book to grades 11-12.

A member of the committee asked "Is there anything that a parent approves with orange star book, or is it left to the student?" The librarian said that parents can call and request their child does not check out with orange star labeling but indicated that information instructing a parent to do so, is not published in our student policy book, and that information is not widely available/known by parents.

Another member stated that as a parent, he had to sign to allow kids to use internet, etc. at school.

A teacher on the committee said that "As a teacher, I contact parents to let them know that the content of the book (chosen by their child) may be inappropriate." He also said that the MS librarian keeps a close eye on it

He said that he had his own books that student may borrow from his classroom, but that he doesn't let them go out unless he has a note from the parent. He said that he always makes sure that kids are aware that there is inappropriate language in the book, or parents know.

Another member said that, as parent of HS student she trusts her son to drive a car, and trusts him to check out a book and to return it if it is inappropriate. She was not in favor of a permission slip. It would be just another piece of paper.

Somehow designed as containing objectionable material – library should review their policy – my suggestion as parent

Another member of the committee said that it definitely needs some form of labeling.

Another said that the way it has been handled in past has been acceptable.

The recommendation of each member is as follows:

1. Recommend retaining the book with current restriction
2. Same
3. Agree with that
4. Current restriction policy
5. Restrict with current policy
6. Am willing to live with that
7. Def in agreement with restriction under current policy
8. Same
9. Prefers that it would not be in school at all

ADDITIONS BY COMMITTEE MEMBERS:

ONE MEMBER SENT IN THIS SUGGESTION

On page 4 toward the top it says do I find it appropriate for Middle School? absolutely not. it should be absolutely, but not inappropriate for some High School students. As for the restatement of the question I still feel that it should include that, although it is inappropriate for some, it is appropriate for others. Why do we only have to address the negative. That is why I voted yes. We cannot assume that they will take that aspect for granted.

ANOTHER MEMBER'S SUGGESTION

I would just correct the result for Question #2 so that it reads something like:
9 Yes - pervasively vulgar and sexually inappropriate for some students {Change made}
0 No.

Otherwise it looks like the committee was unanimous in thinking the book was suitable, which conflicts with the result in Question #1.
Also, although I may have said it wrong at the meeting, I do not feel the book is appropriate for curriculum, even if it is optional.

ANOTHER MEMBER SAID THIS

The summary at the end confused me. Please clearly state in the summary that the decision/recommendation would be to restrict from the classroom curriculum, permit in the library clearly marked for content.

Timekeeping September 8, 2010 — Larry Pottingham

Each speaker will be allotted 3 minutes or less to speak. There will be a total time limit for each group of speakers of 30 minutes. Bill Edgar and Deborah Caldwell-Stone have been told that they will only be able to speak if time remains of the 30 minutes for view of those who want to return the book. So, if time remains, they will be given 3 minutes each.

In favor of returning the book

Larry Pursley I — 15 sec —
[redacted]
Mary Alice Morris /// — 5 sec
Jon Nail /// — 5 sec
Jack Roy /// — 5 sec
Kim Hammons — /// — 10 sec
Bob Hendrickson /// — 30 sec ——— 2nd Comment — 30 seconds
Ginger Hendrickson /// — 25 sec
Angela Drake /// — 30 sec
Dakota Frieze /// — 15 sec
Mitch Ross /// — 50 sec
Jeff Stacy on behalf of MSTA /// — 20 sec 30 minute limit reached with Jeff Stacy
Cheryl Marcum /// — 10 sec Board charged her beyond time limit → stopped all with Cheryl
Bill Edgar, MSU — //// — 15 sec
Deborah Caldwell-Stone, American Library Association /// - 45 sec

In support of the removal of the book

Randy Steele /// - 15 sec
Dave Steinmuller /// — 10 sec
Mark Applegate // - 50 sec
Robert Bell / — 50 sec
Wayne Pyle //// - 50 sec
Dan Millard (Jim Roller will be presenting Dan's statement) /// - 30 sec
Mike Holzknecht ///// 5 min total — 2nd comment.
Jim Phillips // - 30 secs
Rick Pohlsander /// — 40 secs
John Rummel //// - (4 minutes)

At the Board President's discretion there may be 10 additional minutes given. Each person should be limited to comments less than 90 seconds. The President will call the names if he wants to recognize these individuals.

- Mike Holzknecht — 30 sec
- [redacted] — 90 sec James Kennedy
- Randy Hayward — 15 sec
- — 60 sec (student, male)

Address to the Board, 9/08/2010
Angela Drake, mother of four boys, attorney, taxpayer

My name is Angela Drake. I am the mother of four boys - three graduated, one to go. I am an attorney and a taxpayer. I urge the Board put the book back in the curriculum and library.

Our school must cater to the interests of *all students* – this is not a home school environment; this is not a private school. What goes in the public school should not be based upon a popularity vote. As a general rule, all National Book Award winners should be part of our student's experience. I am not a literary expert, but those who are – including our Communication Arts Teachers, the National Council of Teachers of English and the MSU English Department – have told you the book should be in the library and curriculum.

I urge you to beware of people who isolate certain passages and take them out of context. That is the oldest trick in the book. People don't like it when lawyers, journalists and politicians only tell half the story. The law provides that telling half the story is as much a fraud as out-right lying. Consider the Bible, if a passage is taken out of context, one may think the Bible is about sodomy and bestiality.

The National Council of Teachers explained it well in their letter, "The ethical and literary value of a work is **distorted** if one focuses only on particular words, passages or segments."....

I realize many will say, "that's just some national group – they are not from around here – they are not our community." That myopic view undercuts the mission statement of this school which is to equip our students for the *community, nation and world.* And, it's not just the National Council of Teachers sounding an alert. The MSU English Department, which is close to home, told you the book contains "a strong anti bullying message, and the **strongest** anti-alcohol message ever encountered in literature."

As Board members, you must heed these words. Our students deserve decision making based upon a full review of the matter, not snippets taken out of context. I am puzzled by the decision making process leading to the book ban in the first place. We know the challenge form was not dated until the day **after** the March Board meeting, so there could not have been any legal discussion of the ban at the March meeting. We know there was **no** discussion at the April meeting when the ban was effected. Therefore, only two conclusions can be reached: 1) there was no board discussion about the book prior to the ban or 2) there was a discussion, which did not comply with the Sunshine Law. Either result is unfortunate.

As a mother, I want my son to have this book in his High School English class. If you are going to deny him this opportunity, I want to know why, and hear a reasoned discussion at a public meeting based on accurate information. It is my hope you will be intellectually honest, and true to your responsibility as a board member, and find yourself putting the book back for my son and others.

Prepared by Bill Edgar (Phone 417-886-8856; Email: billedgar@missouristate.edu), September 3, 2010

My name is Bill Edgar, and I am the director of the school library media program at Missouri State. I'd like to talk to you this evening about how this novel shows the wonderful progression of a young boy. I read Mr. Alexie's book and I enjoyed it, laughing out loud several times. I'd like to read you the caption quote and some very brief excerpts of the novel. Then I'll tie my own experiences to them and to some goals of libraries.

The caption quote is: There is another world but it is in this one—WB Yeats

The young narrator, Arnold, opens the book with this explanation of his Native American background:

> And it's not like my mother and father were born into wealth. It's not like they gambled away their family fortunes. My parents came from poor people who came from poor people who came from poor people, all the way back to the very first poor people...
>
> Seriously, I know my mother and father had their dreams when they were kids. They dreamed about being something other than poor, but they never got the chance to be anything because nobody paid attention to their dreams.
>
> It sucks to be poor, and it sucks to feel that you somehow deserve to be poor. You start believing that you're poor because you're stupid and ugly. And you start believing that you're stupid and ugly because you're Indian. And because you're Indian you start believing you're destined to be poor. It's an ugly circle and there's nothing you can do about it.
>
> Poverty doesn't give you strength or teach you lessons about perseverance. No, poverty only teaches you to be poor. (pp. 11-13)

A little while later a white teacher on the reservation encourages him to move ahead in spite of his physical handicaps:

> "You've been fighting since you were born," he said. "You fought off that brain surgery. You fought off those seizures. You fought off all the drunks and drug addicts. You've kept your hope. And now you have to take your hope and go somewhere where other people have hope" (p 43)

Shortly after this, Arnold realizes where to find hope when he participates in an academic competition against white kids in Reardon, the next town over from the reservation:

> I was the only kid, white or Indian, who knew that Charles Dickens wrote a *Tale of Two Cities*. And let me tell you, we Indians were the worst of times and those Reardan kids were the best of times.
>
> Those kids were magnificent.
>
> They knew everything
>
> And they were beautiful.
>
> They were beautiful and smart.
>
> They were beautiful and smart and epic.
>
> They were filled with hope. (p. 50)

Soon Arnold switches schools to attend the high school in Reardon, where he begins to succeed in several ways, including playing basketball:

> Overnight I became a good player.
>
> I suppose it had something to do with confidence. I mean, I'd always been the lowest Indian on the reservation totem pole—I wasn't expected to be good and so I wasn't. But in Reardan my coach and the other players wanted me to be good. The needed me to be good. They expected me to be good. And I became good.
>
> I wanted to live up to expectations.

I guess that's what it comes down to.

The power of expectations.

The Native American poverty Arnold describes—and the beginning of his progression above it—are worlds that do exist. I've been teaching people to become librarians for almost 10 years. Before I came to MSU I taught out at the University of Arizona in Tucson. During my time there, my wife and I traveled extensively around the state and visited a number of the major Native American reservations—the Navajo, the Hopi, the Apachee, TohnoOodam. What we saw there was startling, immense natural beauty and gritty, grinding poverty.

Monument Valley, in the Navajo reservation, is famous as the place where many of the Westerns done by John Ford were filmed. While visiting there, my wife and I met a Native American woman who sold her own handmade jewelry under a rickety lean-to, with her emaciated mule roped up to one of its poles. The mule is how she and her merchandise got there, and this is what she did every day to survive.

The next day we were traveling down from southern Utah, all the way through most of the Navajo Reservation in Northern Arizona, on our way to Flagstaff. As we were driving we noticed old, dilapidated trailers by the side of the road, with cars parked next to them. These were obviously the homes of the Native Americans. What puzzled us though was that many of the trailers had huge tires, the kind that 18 wheel trucks use, on their roofs. When we asked about it in Flagstaff, we were told, "Oh, the tires are how they keep the trailer's roof from being blown off." These people have so little money they don't even have roofs on their trailers that are nailed down.

While in Arizona I also had the opportunity to teach students in a University program called Knowledge River. This provided Native Americans the opportunity to become librarians. It was wonderful to get to know some of them and learn of their deep love for their tribes but also of their strong desire to overcome difficult backgrounds and go out into the larger world. Reading Mr. Alexie's novel reminded me that I met these Knowledge River students much later in a progression that the book's narrator, Arnold Spirit, was only beginning. My conversations with them, and my experiences on the reservations themselves, convince me that Arnold's story is an accurate depiction of their lives.

Libraries have many goals. They promote literacy generally and information literacy in particular. They support the development of subject knowledge. They support critical thinking. They enable their users to pursue personal interests. As they do these things, they provide access to content that conveys different aspects of our world.

Therefore, not having a library at all can be considered one extreme in which these are not conveyed at all. On the other extreme, though, public and academic libraries provide content to adults, and they provide relatively little evaluative guidance as to the appropriateness of materials. So adults explore library materials on their own, and that makes sense because they are adults.

However, because they serve children, school libraries exist in the middle. They convey the widely different realities that exist, but they provide guidance to the children as they read the material. They do this through advising students on what to read, book-talks, book discussion groups, and other means.

Emulating this seems to me to be a promising solution to the question of Mr. Alexie's novel: Have students read Mr. Alexie's novel but, as has been done, read it with them, in class, in the school library, or at home using a classroom or library copy. Tell them what you like and don't like about it. Let them know that it describes a reality that does exist, even though it might be far from their own experience. Who knows? It might be that some of them go live in the West, as I had the chance to do, and meet these people. It could be, even, that some might be able to contribute to improving the condition of Native American people.

My point is that this novel is a realistic story of one young boy struggling with a difficult background and successfully beginning to overcome it. Instead of removing an expression of this world and Arnold's success from your children, please read it with them, and help them learn from it.

Thank for the opportunity to speak this evening.

Source: Sherman Alexie. 2007. *The Absolute True Diary of a Part-time Indian*. New York: Little-Brown & Co.

Dr. Bob Hendrickson, Professor Emeritus of English, College of the Ozarks Sept. 8, 2010

Good Evening Ladies, gentlemen, students, and all.

All of us live under one rule of law, The United States Constitution, which defines our Democracy and that is our most common community denominator.

When any of us officially serve the public, we are confined to the limits of the law. The oath of office which members of the Stockton board of education swore to uphold contains the following promise:

> " I will support the Constitution of the United States and the State of Missouri, and that I will abide by and uphold the Stockton R-1 School District Board Member Code of Ethics, and will faithfully demean myself in office. "

The first amendment of the Constitution of the United States reads:

> "Congress shall make no law respecting religion an establishment of religion, or prohibiting the exercise there of; or abridging the freedom of speech, or the press; etc."

The fourteenth amendment says the same thing, but or the STATE.

U. S. courts have interpreted the first amendment to mean that people serving in an office representing the government cannot prevent freedom of speech by prior restraint (That is telling people what they can or cannot say, and people representing the state cannot assume the responsibility of denying others the right to read. There are some limited exceptions made for educational institutions determined by the courts. I don't know if any laws have been broken or not. Courts determine that. But I do think there has been a violation of the spirit or intent of the first and fourteenth amendments.

Another promise made by the Board is to abide by school policy. The following is from Stockton R-1 School policy as adapted from State of Missouri materials, policy 6241.

"It is therefore the policy of the Board to require that books and other instructional materials shall be chosen for values of educational interest and enlightenment of all students in the community. Materials shall not be excluded on the basis of the writer's racial, nationalistic, political, or religious views. Every effort will be made to provide materials that present all points of view concerning international, national, and local problems and issues of our times. Books, or other instructional media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval."

The Board is expected to serve all the community, with all the differences that exist without imposing their personal biases. A central problem, as I see it, is there was a mistake made when the problem was given to the Board to solve. The Board approves the hiring of professionals to solve educational problems.

Taking problems out of the classroom to give to the board to solve is like taking your car to a dentist if your radiator leaks. The board's responsibility is to see to it that there are professional educators in the school to follow policies consistent with the educational system of the state and nation.

Some people in emails and Facebook entries have requested that citizens of Stockton be content with whatever decisions are reached about "The Absolutely True Diary.... etc." I don't think that is going to happen. That might happen in a fascist country, but I live in a democracy and am grateful for it.

Public Forum Remarks, Sept. 8, 2010
Cheryl Y. Marcum, Stockton graduate 1971, defense research analyst and published author

Tonight, for the first time, the board heard from the communication arts teachers why and how they selected the book and used it in the classroom.

Reflect with me how we got here tonight.

Six months ago, the father of a third grader complained about a book he heard the high school students were reading. He attended the open session of the March school board meeting. The book was not discussed during that open session, but later two board members reported the book had been discussed, one said in great detail. The next day, the father filed a formal challenge to the book. In his view, the book contained "profanity, graphic violence, sexual content," "was not age appropriate and did not reflect our community values." He took it upon himself to persuade the board to "protect" all Stockton High School students from the ideas and language in the book with which he disagreed.

The superintendent appointed a committee to read the book and recommend disposition. The committee recommended keeping the book in the library and removing it from classrooms.

At the next meeting in April, the school board heard the recommendations. In about three minutes, they voted unanimously to ban the book from the library and classrooms. They didn't consult the communication arts teachers who were present. They didn't seek legal counsel. Most had not read the book. They ignored the recommendations of the committee appointed to read it.

That unexpected and unbelievably quick decision to ban the book riled a lot of diverse people throughout our community. Some older than me wondered aloud if the board had forgotten the Nazis burned books for the same reasons.

Several concerned citizens and the communication arts teachers asked to speak at the May board meeting. Former Superintendent Sandberg denied all of us the right to speak. She said we couldn't address the board about the book ban for six months.

The ban was not on the May or June board meeting agendas. The board began receiving letters about the ban.

Superintendent Sandberg retired. Soon after former curriculum coordinator, Shannon Snow, became superintendent, she allowed me to speak to the board at their July meeting on behalf of a group of concerned citizens; the board declined to answer our questions. At the end of that open session, the board voted unanimously in favor of a motion to reconsider the ban, reconvene the book review committee, ask the committee to answer five questions and convene a public forum

The committee met a second time, found the book "suitable for use" *and* "pervasively vulgar" for "some," not "all" high school students. The committee again recommended retaining the book in the library marked for mature content.

At the August meeting, the board heard the committee's answers to the five questions. They did not discuss them. They asked no questions. They simply scheduled this forum. Here we are.

To: Stockton Board of Education, citizens, and the media 8 September 2010

From: Ginger Scott Hendrickson, Emeritus Faculty, Missouri State University

Many times over the past few months I have heard the phrase, "Do you think a 13 year old girl should read this?" in reference to *The Absolutely True Diary of a Part-Time Indian.*

First, I did some calculations, and it seems to me that students in freshman high school classes are 14. If a student is only 13, he or she has been pushed by the parents to move ahead. This implies that the parents are aware that the child will be in class with older, more mature students. That is the parent's responsibility to deal with.

Second I am concerned that the question implies that girls are somehow more delicate or incapable of dealing with difficult language or situations. In the early 1950s, it was accepted that girls were to be housewives, but acceptable careers were teachers, nurses, or nuns. Now, more than 50 years later, girls and boys should be encouraged to pursue their interests whatever they are, and the education they receive should make all those choices and the world they live in clear. Today, men can be and are wonderful nurses, and women are driving 18 wheelers across the country. Women who pursue law, politics, or social work must deal with the difficult topics and living conditions of the people with whom they work. Actually, women have always dealt with these difficult issues, but they did it behind their husbands, fathers, and bosses who either took the credit or did not notice. Even before the Civil War, women got tired of not being able to choose their leaders, own their own homes, or work in the trades; so in the early 1900s, they picketed the White House and went to jail to get the right to vote. They were tortured, beaten, and denied legal counsel, but they prevailed and in 1920 won that right.

The teens in our high school, male and female, are equal citizens who are familiar with the language in the novel under discussion. As I told my teacher education students at Missouri State, children and teens should be educated by caring and professional teachers who understand the themes and goals of challenging novels. Failing to give students the opportunity to grapple with the "tough questions" is similar to denying them a good education. If a few families are uncomfortable with the language, it is those families' responsibilities to help their teens understand that the language is not appropriate in their circle of friends, and these same teens can understand that what is appropriate in one place can be inappropriate in another just as the school handbook makes clear and Communication Arts teachers include in their writing instruction. The 14 to 18 year old students here will soon be taking on their own lives. They must have the opportunity to learn about the sometimes difficult, harsh world while they are still in a protected, caring environment.

I don't choose to say anything more about the book under discussion. Instead, I would like to talk about what I see as the real basis of the book banning problem.

The State Statutes provide for the election of a non-partisan local board of education. That board is then responsible for providing the resources needed to conduct a public school for the students living within that school district. They are then to adopt policy for the legal operation of the school. That policy should be directed toward the best possible education for all the students. They are then to hire the administrators and teachers who will be responsible for carrying out the policy adopted by the board. The administrators are to administer the policy and the teachers are to teach the students as they have been professionally trained to do.

When a local board of education decides to assume the role of administrator or teacher, diffulculty usually follows. I have seen it happen a number of times during my fifty years of experience in the field of education. I have never seen it turn out as a positive thing for the local school. The result many times is a divided community, as we are seeing here tonight. Teachers and administrators are no longer sure of what is expected of them. When that happens, there is less interaction among the school staff. That results in less opportunity for learning in the classroom. In my opinion, after serving as a class-room teacher, administrator, teacher trainer, and director of school law, the best possible education for students in a local public school will be provided when the board of education adopts policy, hires the best superintendent, principals and teachers that they can find, and then let them do the job they have been professionally trained to do. Had that been done, right here in River City, there would not have been a book banning problem. And we would not be here tonight!

Forum Address, Sept. 8, 2010
Jon Nail, Former Stockton High School Communication Arts Teacher

I had the opportunity to share The Absolutely True Diary of a Part-Time Indian, by Sherman Alexie, with my English classes last year as part of the high school 2010 common read.

The common read program has been in place for the last eight years, it is not a new idea in Stockton. Budget constraints have always allowed for purchase of only one classroom set of books to be shared within all English classes.

Last summer the Communications Arts teachers selected this book because it has themes of community, diversity and tolerance and because it is an easy read for reluctant readers and Stockton High School has high number of students who don't like to read or cannot read at grade level. Gus Rutledge's daughter, who is a Communication Arts teacher, originally recommended the book to Kim Jasper.

The book contains important themes for life and discussing these themes in class helps equip students with knowledge of other cultures and other teen struggles and teaches tolerance for others who are different.

All of the teachers used the same lesson plans, which stressed the importance of hopes and dreams.

I used the book with my Technical English 3 and English 1 classes. I read the first few chapters aloud to 'hook' my reluctant readers. The students related to a teen who describes poor as having to shoot a sick dog instead of taking it to the vet, who comes from a dysfunctional family and who has a learning disability that makes others bully him.

The students finished reading the book on their own in class. We discussed having hopes and dreams and everyone identified their personal dream. We also discussed ideas like making a better life, overcoming hardships, and seeing worth in others who are not like you.

The students loved this book because Sherman Alexie wrote it on their level – through the eyes of a 14 year old boy– Arnold Spirit Jr.

They laughed and cried through Arnold's struggles – they got it. Never once did they dwell on a certain page or certain word – they were able to see the important messages this book has and apply them to their lives.

Through class discussions, several students shared their own issues and the class began to see each student as an individual. Classes came together to help one another after listening to personal struggles. There were hugs and tears, hardships and joys shared because we read this book.

We can all learn from our teens. They got the message the book intended and they didn't get tangled in the weed of individual words – they celebrated the lessons they learned and the collection of the themes of community, diversity and tolerance. They got it!

Sept. 8, 2010 *(words in italics may not be spoken)*

My name is Kim Hammons and I am a 1976 graduate of Stockton R-1 Schools

Seek to understand: That was my motivation for attending the April school board meeting. I had heard that a book had been questioned and I wanted to see how our board of education would handle this situation. What questions would they ask? Would they question the communication arts teachers who were present? What concerns would be expressed about the merits of the book—the good and the bad? Unfortunately, none of this happened! No questions were asked of the book committee who had reviewed the book, no questions were asked of the communications art teachers present at the meeting and later I found out the several of the board members had not bothered to read the book. I was stunned by the swiftness of their decision and the process with which the book was banned. *I was so surprised I felt like asking some one what century we lived in because I could not believe that a book would be banned in this present time.* But one of my biggest concerns was the statement that the book was not a reflection of our community's moral values.

Seek to understand. As I pondered the ramifications of banning a book and the reasons for the banning, I felt that I had to read the book to better understand the board's decision, even though several board members had not taken that step. I wanted to see for myself what they considered to be morally unfit for our community and by reading such book one may be deemed unchristian. After reading the book I became even more alarmed. If this books content was the standard for which a book is based to be morally unfit, what does that mean for all the other books in our public school's library? Would reading about wizardry be unsuitable, would reading about vampires be inappropriate and what about the classics like "Of Mice and Men" or Huckleberry Fin?" It also begged the question of who was going to be the "moral police" to determine which books in our public school's library were morally unfit and which were okay for students to read.

I am an active member in my church, I attend Sunday school. I have taught Sunday school for children, youth and adult and I have been a youth leader. My faith is an integral part of who I am and I work to seek Christ's will in all I do and say, but does this make me qualified to decide for another parent what is morally right for their child to choose to read from a library? No. Nor do I want another parent to tell me what books my child can or can not check out the public school's library. Where does it stop? Perhaps that is the most compelling question that needs to be asked. If we can ban a good basic book what will be banned next? *Who has the right to judge who is Christian and who is not?*

Let me end with this thought. I say if one child who lives in an abusive home, an alcoholic home, or is bullied in school should read this book and discover that they too can over come, then it is worth having "The Absolutely True Diary of a Part-Time Indian" in our school's public library. *Mercy always triumphs over justice. Let's not be judgmental but merciful.*

Kim Chism Jasper, Stockton R-1 Communication Arts Faculty Sept. 8, 2010

While we appreciate the opportunity to speak tonight, we are sorry that our input was not asked for in March when a challenge was filed against *The Absolutely True Diary of a Part-Time Indian*. We wish the patron had been directed to meet with teachers before filing the challenge, and we wish the board had sought input from the teachers before coming to a decision to ban a book from a public school. We wish the educational merits of the whole book had been explored instead of basing its merits on a few passages taken out of context.

We expected a more thorough, well-developed process before a book was banned from the school. We certainly did not expect a book ban when the book review committee recommended that the book remain in the library. After the board voted to ban the book in April, the communication arts department asked to speak to the board in May and was denied a place on the meeting agenda. We presented a written statement for the board at the May meeting.

Ms. Snow asked us to address the board tonight, providing information about the selection and use of *The Absolutely True Diary of a Part-Time Indian*.

Curriculum objectives:

The state of Missouri lists several course level expectations for English I, English II and English III. These focus on reading, writing, listening and speaking, and information literacy.

We presented or planned to present lessons tied to the following state objectives:

Reading:

- preview and set a purpose
- question the text
- visualize
- paraphrase
- infer
- summarize
- understand the relationship between main idea and supporting details
- draw conclusions
- provide text to world connections
- provide text to self connections
- analyze character, plot, setting, point of view and tone
- discuss and analyze theme, audience, author's purpose and voice

Writing:

- write in a variety of forms and types
- use precise and vivid language
- compose a variety of texts
- consider audience, purpose and voice

Listening and Speaking:
•create concise presentations
•defend ideas
•demonstrate poise and self-control

Information Literacy:
•study messages in various media, including art work
•create a research plan (focus on career research)
•read book reviews
•use primary and secondary sources
•document sources

For English III students, who didn't get to finish the book, the most important objectives were text to self and text to world connections, both state reading objectives. Literature provides insight to other people, to society, to the world and ultimately to the readers themselves. Out of the discussions about how Arnold Spirit hoped to improve his life through education, we began discussions in class about what students needed to do to reach their dreams and goals in life. This would have led us to the library where we were going to research careers and to consider what classes, skills and educational levels were needed to reach those goals. We never got far.

Why were all English classes reading this book?

The *Absolutely True Diary of a Part-Time Indian* by Sherman Alexie was chosen as the common read for grades 9-12 last year.

We started the common read nine years ago, hoping to stimulate an interest in reading and to provide students an opportunity to be part of a reading community. Research bears out the value of reading and discussing a common text. Noted reading specialist Kelly Gallagher writes that there is value in reading a book together, "creating a shared cultural literacy, rich conversation and deeper thinking." In the past, we've read everything from the graphic novel *Persepolis* to *Tuesdays with Morrie*.

So how do we choose the common read? And why did we choose this particular book?

We used the same procedure for choosing Alexie's book that we used for the seven previous book choices. During the summer, the English teachers discuss options for the common read. We all recommend books and discuss them. We look for a book with an important theme or message, one that fits a wide range of reading levels and appeals to high school students. Some years we tie the book to an event; the year the movie The Lion, the Witch and the Wardrobe premiered, we chose C.S. Lewis' book of the same name to read.

Dana and I both are members of the National Council of Teachers of English, and we read professional journals that recommend young adult literature. We both do a great deal of reading, and much of what we read is young adult literature. We both attend conferences and

workshops and stay current with research about reading and literature. We also talk to other teachers about what works. The summer of 2009, we discussed reading *The Absolutely True Diary of a Part-Time Indian*. To be honest, it was my recommendation, partially based on conversations with LuAnne Rutledge Lyons, a friend, Stockton graduate, and fellow English teacher. She recommended the book as a quality piece of literature, easily accessible for high school students and one that is of particular interest to boys. Research shows boys who are non-readers are the hardest audience to reach, and this book seemed ideally suited for that audience.

Each teacher reads the book and decides if and how he or she will use it in the classroom. A classroom set was ordered through the purchase order procedure, which requires an administrator's signature. The book was ordered after school began. We also purchased the National Council of Teachers of English publication *Sherman Alexie in the Classroom*, a resource with teaching ideas for this book and other works by Alexie, a well-known and highly regarded author. His works have been used in high schools for several years, and his poetry and essays are in many anthologies, including the text used in College English.

Other reasons for choosing this book are the authentic and humorous voice of Alexie as the narrator Arnold "Junior" Spirit and the wonderful illustrations by Ellen Forney. Voice is a hard concept for students to grasp and one of the hardest concepts in writing. Voice is the quality that makes writing unique, that gives characters life and makes them sound real. So it's important that students read examples of writing with strong voice. Voice is what makes Emily Dickinson's nature poetry sound different from Baxter Black's cowboy poetry.

The character of Junior also is strong as he faces obstacles in his life and seeks to better himself through education. We found the themes of the book especially appropriate for students in a small, rural town with a high poverty level. Junior seeks to take control of and to improve his life by seeking a better education. This is the hope we have for all students – that education will give them the tools to live successful lives. The book is the winner of 20 major awards and honors including the School Library Journal Best Books of 2007, the National Parenting Publication Gold Winner of 2007 and the 2007 National Book Award for Young People's Literature.

Why didn't students bring the books home?

There seems to be a misconception that the English teachers were trying to sneak the book into the curriculum. Nothing could be further from the truth. As I explained earlier, we chose this book in the same manner as past common reads. After we made our choice, we ordered the books, which meant filling out a purchase order, which was signed and approved.

Because of financial constraints, a classroom set of approximately 25 books is ordered. Since students in several different class periods (for instance three English III classes) are reading the books at the same time, the books stay in the classroom. Each teacher works the

book into his or her curriculum at various times through the year. I generally use the common read in the spring, and that is true for this past year also.

We even discussed the possibility of expanding the common read to include community members. We thought this would be a good book for a community read. Ironically, the book has become a community read, thanks to the ban.

In my class, each September, we celebrate Banned Book Week; it's part of the English III approved curriculum, and it accompanies a unit called the Right to be Free, where we look at some of the works that led to the founding of this country.

My students discuss the major reasons people challenge books. We discuss the difference between a book being challenged and being banned. While books may be challenged in this country, few books are actually banned. For most people, the idea of censorship is undemocratic and un-American. Censoring and banning are the actions most associated with fascist and totalitarian governments.

Someone challenges Little Red Riding Hood because she's carrying wine in her basket as she goes to Grandma's house. The challenger says she must be promoting alcohol use.

Someone challenges *Of Mice and Men* because it contains profanity. The argument is that "Our students can't read those words if they can't say them in the classroom." That's a poor argument that completely ignores context. The main characters in *Of Mice and Men* are uneducated, migrant workers, trying to save enough money to purchase a farm, their part of the American Dream. That their language is uneducated and profane isn't surprising. In fact author John Steinbeck is noted for his historical accuracy in the novel.

And that's an accuracy Sherman Alexie brings to his book. It is semi-autobiographical, meaning it's based on his life. He, like the main character Arnold Spirit, is a Spokane Indian who left the reservation to attend the white school and get a better education. Alexie himself was able to break the cycle of poverty and alcoholism and today is an award-winning author. His message is one of hope. He has lived Junior's life, and there is a way out.

During Banned Book Week, I emphasize to the students that they and their parents have the right to alternative texts. In fact, I had a student choose an alternative text for *Of Mice and Men* last year. I tell students that every parent has the right to decide what his/her child reads, but no parent has the right to make that decision for other parents.

We strive to bring to our classrooms good, accessible books, including young adult literature. Young adult literature is written about issues, situations and themes that are relevant to students' lives. They can recognize themselves in the literature. And yes sometimes the books deal with harsh issues – bullying, alcoholism and drug use, sexual identity and rape. C.S. Lewis says, "We read to know we are not alone." Such literature, even with its harsh issues,

tells teens their lives matter, and the issues they face are important, and that they are not alone in the battles they may be fighting.

This book and its themes are appropriate for students in grades 9-12. In fact, it's one of the best common read books we've read in the eight years of the program. The value of the book is distorted when people focus only on particular words or passages that they find offensive. The language and situations must be read in context. Anything taken out of context can be misinterpreted. The book as a whole has a valuable and worthwhile message. Especially offensive to me is focusing on a few words or passages to denigrate the entire book. Authors choose particular words for particular reasons, and we discuss those reasons when we read and write.

But this issue is bigger than one particular book. Where does censorship stop? Every book, including the Bible, is objectionable to someone. If this book, a National Book Award winner by a renowned writer, is banned, then the next book that someone finds objectionable also will be banned. Any book that sparks discussion and debate, as good literature should, will have sections or confront issues that someone, somewhere finds offensive.

Reading and writing are inseparable. Good writers are curious readers, and they must have access to a wide range of reading. And while every book may not be right for every student, to limit what everyone can read because some people are offended is certainly undemocratic and it violates the school's very policy (6241): "Books, or other instructional or media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval. The Board will strive to provide stimulating, effective materials that will be appropriate to the community's values and the students' abilities and maturity levels."

Literature can be cautionary; it can be insightful; it can provide hope. But most of all, it expands and educates. You can't have it both ways: you can't ban books and expect students to be good readers and writers. Students don't win writing awards and writing scholarships because they are sheltered from the honesty of good writing. They need to read widely, and they need to find their own voices. They must have freedom of choice in reading materials. If one person or a group of people can deny freedom to read for all, that freedom is lost.

Again, I quote from the school's own policy: "the principals of academic freedom and the freedom to read must be defended, rather than the materials."

On a personal note:

Stockton is my home, and I chose to live and work here and educate my daughter here. I am a product of this school system. Teachers instilled in me the love of reading and writing. My parents were never censors, always allowing me to read widely. I thank them for that.

I must advocate for my students' right to read and to think or my 23 years of teaching are a fraud. When I have my students memorize the First Amendment, it's not some theoretical exercise for a grade. Those are words that protect some of the freedoms I feel most strongly about, and those are words that have allowed this country to produce some valuable pieces of literature. The library especially must be a place where all students have access to a wide range of materials. If we censor books, we censor opportunity and hopes and dreams. As the American Library Association states, "censorship results in the opposite of true education and learning."

Each year, students cross the threshold of my classroom. Every student who enters my room deserves the best I can offer him or her. Every student also deserves the best this school can offer. They deserve to be equipped to meet the challenges of the world whether they are boys or girls, rich or poor, black or white, straight or gay, Christian or atheist. I teach at a public school, where every student's rights must be protected. All students deserve access to ideas and information. And much of that access must come through the library and the freedom to read.

Thank you.

Stockton R-1 Board of Education address, Sept. 8, 2010
Mary Morris, Stockton High School Graduate, 2001

Good evening – on behalf of everyone who came here to speak in support of students' access to diverse literature, I would like to thank the board of education for giving us time to address you all.

My name is Mary Morris, and I'm a 2001 graduate of Stockton High School. I've read "The Absolutely True Diary of a Part-Time Indian," and I think it's a fantastic book, but it's not a book that we read when I was one of Kim Jasper's English students. So, instead, I'd like to talk to you all about something we read when I was in high school.

Kim Jasper shared a book with our class that exposed us to profanity, lust, violence, guts, blood, and several challenging themes. "The Things They Carried," by Vietnam veteran Tim O'Brien, is a collection of stories that illustrated for our class the lives of soldiers at war. And the things those soldiers carried went beyond their rucksacks – they carried pride, guilt, longing, fear, anger, and love. And you may be surprised by just how relevant this story has been to me both academically and personally.

As a history student at MSU, my emphasis in study has been on Middle Eastern and central/eastern European history. And as you probably know, that means lots of war. When reading historical first-hand accounts of war, I've often thought back to O'Brien's books. And I do not remember all the four-letter words – instead I remember the sense of understanding his work gave me in regard to the lives of soldiers. They feel apprehension before a war. Maybe they're afraid to go, but often they go anyway, because they are compelled by duty, patriotism, or even shame. Soldiers get lonely and miss their homes. They become detached. Sometimes, they're overwhelmed with grief for being the ones who survived while so many others died, or for killing someone on the other side. I'm still surprised by how the insight from one piece of literature - a book that feasibly would be banned under your proposed guidelines for censorship - would benefit my academic career. But more impressive is the book's personal relevance to me.

Some of you may know my husband, Bon Scott Morris, who also is an SHS graduate. Scott will be home later this month, after finally completing a year-long military deployment to Afghanistan. For the last few weeks, he has been busy completing the visa packets for a couple of Afghani men who work as interpreters for the U.S. Army. These young Afghani men, like my husband, have been risking their lives and are very much endangered by their opposition to the Taliban. But do you know why they want to come to the United States? Scott said they want to come here for an education. They want to learn where speech is free, books are available, and ideas are not oppressed for their religious, moral, political, or ideological non-compliance. It's that whole "freedom" thing that we always thank our troops for defending.

I can't tell you how Sherman Alexie's book may have impacted me if we had read it when I was a teenager. But I have told you how good literature - bad words, sex, and all - impacted me. Please, rest assured that your students are not short-sighted enough to be overwhelmed by some foul language printed in a book. You owe them a little more credit than that, and you also owe them an education with access to meaningful literature which abides by the U.S. Constitution and a national spirit of freedom.

Mitch Ross, Colonel, US Army, retired and published author, Sept. 8, 2010

My grandmother, Barbara Karr, taught school in the Cherokee Outlet of the Oklahoma Territory. She impressed her love of reading on my Dad early in his life. Dad was not well educated – but, thanks to Grandma, he was well-read. My fondest member of Dad was his reading routine each evening which ended with a reading from an old tattered King James Bible.

In the fifth grade when I got into mischief at school, Dad's solution was to march me to the public library, sign for a library card in my name and require me to read. He said I could read anything. Dad had one rule when it came to reading. If I did not understand something, I was to ask him or my teacher, Mrs. Hall, to explain it. When I asked, sometimes Dad would say, "ask Mrs. Hall" and sometimes Mrs. Hall would say, "ask your father." And that is how reading nurtured my education and opened my world. From my Dad and Grandma, I discovered the power of reading and respect of the Scriptures and I've never found a conflict between those two loves.

I provide you this background because we have come to the point of denying young adults a book because they might be exposed to ideas with which some disagree. I believe denying a young adult a book is denying them the opportunities to learn and grow. As a military commander, I witnessed too many 18 year olds tarnish their military service because they exhibited child-like behavior when the world threw adult situations at them – alcohol, prejudice or sexual behavior. They were high school graduates with grade school minds.

Banning a book is to education what a lynching is to justice. It's un-American and historically it is a tool of fascism. As a career military officer for 28 years, that is not the country I took an oath to serve! I swore to defend the Constitution of the United States against all enemies, so help me God. So, here I stand, I can do nothing less. Do you understand public schools are to serve all parents, all students? Schools can not cater to a special interest. Thomas Jefferson stated that case more eloquently then I can.

Anyone can take a passage out of context to persuade you a book is something it is not. That is a scam. Anyone who uses that tactic has a dishonest personal agenda. "Focus on the Family" suggested several discussion questions for Alexie's book. "Why does Junior choose to never take a drink?" and "Which groups of people get picked on [in school], and which people do the bullying?" Those questions distinctly point to the proper theme and purpose.

Regarding our teachers, I stand behind them in all their efforts and in front of them should they take heat for doing their educational duties. They are on the front lines of education and they deserve our prayers and support.

You, Board of Education, also swore an oath. Do not neglect the covenant to which you swore. And, remember the words of an author frequently banned by school boards. Mark Twain, said, *"It ain't what you don't know that gets you into trouble. It's what you know for sure that just ain't so."*

Testimony before the Stockton, MO School Board
Deborah Caldwell-Stone
Deputy Director
Office for Intellectual Freedom
American Library Association
September 8, 2010

Decisions about acquiring materials for the school library – and any decision to remove books from the school library – should be done pursuant to written policies that outline the grounds for choosing materials for the library, identify who is responsible for selecting materials, and specify a reconsideration procedure for materials when a complaint is made. Such policies are vital to preserving open inquiry in the school library and are designed to prevent anyone from subjectively blocking all students from access to books simply because he or she does not like the opinions or ideas contained in a book.

When deciding if a book is educationally suitable, both the law and professional standards counsel that a book be evaluated "as a whole." Evaluating a book as a whole requires a review committee whose members read the book from cover to cover, consult professional reviews, and evaluate the material in its entirety as a work of literature. This requirement is necessary because almost any phrase in any book could be subject to disapproval or censorship if evaluated in a vacuum and divorced from its context within the work as a whole.

Street language, slang, and references to sex and sexuality may be incorporated into a work of literature, and may be offensive to some persons – yet these may be necessary elements in understanding the experience of characters who come from backgrounds and family situations that are different from our own. A work of literature can deal honestly with the reality of the human experience and provide a message that is uplifting, hopeful, and moving – but you will never know that if you only read a single word or a single page, or never read the book at all.

Simply because the school library contains books that address sensitive issues, it does not mean that the library or the school board is promoting those ideas. Rather, the school library is a place that provides a wide variety of information, ideas, and opinions so that students can make choices and explore ideas beyond the curriculum. A broad

range of materials in the school library can introduce students to the joys of recreational reading, help encourage reluctant readers to improve their skills, and provide a place where students and parents may learn more about classroom subjects and issues that concern them.

The American Library Association firmly supports the right of parents to voice their concerns and select different books for themselves and their children, but parents who object to particular books should not be given the power to impose their beliefs on other people's children. Moreover, it is the responsibility of the school library to meet the needs of everyone in the school community – not just the most vocal, or the most powerful, or even the majority. School libraries are democratic, public institutions that serve families of all political and religious persuasions, and the library's collection should reflect this diversity.

Massachusetts Institute of Technology
77 Massachusetts Ave.
Building NW12-Office 305
Cambridge, MA 02139
September 8, 2010

Stockton School Board of Education
Stockton R-1 School District
PO Box 190
Stockton, MO 65785

Dear Stockton School Board of Education:

I write this letter in disappointment, disbelief, and despondence. I look from afar upon a long time raging battlefield littered with many casualties, which has escalated to a national level. My conscience is burdened with the many times this country has fought the battle against oppression and the many patriots that have died for this cause. Yet, we are now needlessly fighting the battle once again.

This war may not be fought with massive weapons and claim lives, but it does claim our time, money, and resources which could be better allocated to the education of our youth. The hundreds of free time hours that the English Department at Stockton has spent dealing with this issue surely could have been spent in more productive endeavors towards the better education of the students. Also, the Board of Education and the Stockton School Administration could spend their time more productively to improve our school rather than crippling the system by acting as the thought police.

Other casualties of this war are the freedoms that are under attack from the further restrictions of the Board and the Administration by further limiting personal freedoms at the school door such as the gag order on the teachers about the issue, forbidding the discussion of the conflict in the yearbook, and the restrictions on the content of student writing. These restrictions conflict with the ruling of the Supreme Court case *Tinker v. Des Moines School Dist.* In which the court's opinion states, "In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate." The court's opinion goes on to further say that, "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

Furthermore, just as real wars escalate with the inclusion of more countries we have brought national organizations into the skirmishes such as the American Library Association, National Council of Teachers of English, National Coalition Against Censorship, American Booksellers Foundation for Free Expression, and the American Civil Liberties Union all of which oppose the ban.

Clearly, from the Supreme Court case *Board of Education, Island Trees Union Free School District No. 26 v. Pico* that has been referenced many times in this argument, it should be clear to the Stockton School Board of Education that the Board is on the wrong side of this fight. The Board cannot be allowed to violate civil liberties as it has done to promote its agenda. The Board and Administration surely do not tolerate such behavior from students, teachers, or staff, so why does the Stockton School Board and the Stockton School Administration have a different standard for following our Constitution? If the Board members don't like the law what are they to do? Vote for a different president that will appoint judges more closely aligned with their ideologies and vote for legislators that share their views. I hope the School Board realizes that the public in the Stockton School District has the same power at the next School Board election.

The school's mandate is to broadly educate its students which includes exposing the students to the culture and literature of the nation and world. It is not its job to indoctrinate students with specific ideologies, religions, or measures of offensiveness. This is why it is called education instead of indoctrination. The children's parents are the ones who teach their children specific cultural beliefs, because every person has a slightly different opinion on these beliefs. Exposing the students to a wide range of literature and cultural ideas is not promoting or indoctrinating any one ideology, but instead educating them about what is out there in the world so they better understand the world they are about to be thrust into. As our former president Lyndon B. Johnson said, "Books and ideas are the most effective weapons against intolerance and ignorance."

This entire event has snowballed out of control. The School Board has severely overstepped its mandate, and violated the principles of freedom of speech and education that are protected by our Constitution. These constitutional principles are what the school should be teaching the students rather than being a poor role model by treading upon these fundamental principles whenever they do not suit the Boards interests. The Board has met a large uprising from those supporting constitutional rights. We are not upset solely because of one book, but because of all of the books, papers, and thoughts that stand to be censored because of this type of unconstitutional behavior from the Board. I once again urge the Board to take the correct, legal, and ethical action and reinstate the book into the library and the classroom.

Respectfully,

Bren Phillips

Bren Phillips
Valedictorian, Stockton High School 2001

September 7, 2010

Shannon Snow, Superintendent
Stockton School
PO Box 190 Stockton, MO 65786

Chad Pyle, President Stockton Board of Education

Dear Superintendent Snow, President Pyle and Members of the Stockton Board of Education

What do you consider a successful teacher? Test scores? AYP? The number of wins in a competition? A winning tradition? By the stature of a teacher in his/her subject area professional organization? The number of scholarships your students win in that subject area? By the lasting impact a teacher has on his/her students? By all of these measures, Stockton High School English department is one of the most successful in Missouri.

I first became aware of Stockton's English successes when I was the chair of the LAD Fair, a language arts competition that averages 6,000 entries a year from an average of 90 schools. I noticed how Stockton High School's name kept appearing on the winner's list. What really caught my attention was that this small high school was winning many more awards than much larger high schools. (There is no size/class division at the LAD Fair; all schools compete against each other.)

The next thing that caught my attention was the number of Writers Hall of Fame winners Stockton had. Most schools, including my own, are thrilled to have one Writers Hall of Fame winner, and here was a school that had multiple winners. The first year caught my attention, so I kept watching to see if Stockton just had one really good year or if there was a winning tradition. Year after year, Stockton had winners and scholarship winners. I believe it is safe to say that Stockton High School has had more Writers Hall of Fame scholarship winners than any other school in Missouri.

I wanted to learn what Stockton was doing to develop such good writers so I attended workshops presented by Kim Chism Jasper at Write-to-Learn, the state English teachers' convention. From writing competitions and professional meetings, I became acquainted with all of the Stockton English teachers. I was impressed and inspired by their passion, enthusiasm and dedication of doing what's best for their students. By their students' performances in several areas, it is obvious that they have built a strong curriculum. Out of curiosity, I decided I should check how Stockton high school students did on the state End-of-Course exam. Off the charts! Your English teachers and students are to be commended for such outstanding results.

All of this is why I was so surprised to see a book banning at Stockton High School. These teachers are obviously outstanding and professional. Why is the board reacting to a few parents instead of supporting their quality teachers? And, why should a few parents make a decision that affects all students? What about the rights of the students who want to read this National Book Award winner?

All research indicates that good writers are good readers. Good literature is not just reading words; it is about critical thinking skills. I dare say that someone can find something objectionable in any literature. Literature is supposed to make us think and sometimes that makes us uncomfortable. What will be the next book that gets banned at Stockton? Then will it be textbooks, music, art?

It is discouraging and disheartening to see successful, career educators not receive the support of their administration and school board. So again I ask, how does the administration and school board of Stockton measure success? Obviously not by the performance and success of the students, otherwise the administration and school board would be supporting the decision of their professional educators.

Kathy McQueen
LAD Fair Chair 1994—2008
Past-president of LAD
Executive board member of Writers Hall of Fame

August 25, 2010

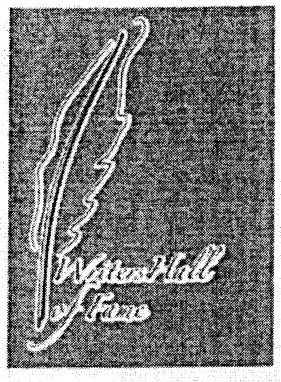
Shannon Snow, Superintendent
Stockton R-1 School District

Chad Pyle, School Board President
Stockton R-1 School District

To Superintendent Snow, President Pyle, and Members of the Stockton R-1 School Board:

Little, Brown Books for Young Readers is proud to be the publisher of *The Absolutely True Diary of a Part-Time Indian* by award-winning author Sherman Alexie. Opposed to censorship of any kind, we are deeply dismayed over the decision to remove the book from the Stockton, Missouri, R-1 School District, and we urge the Stockton School Board to reverse the ban. This compelling and critically acclaimed novel has received an overwhelming array of literary accolades including a National Book Award, 7 starred reviews, the Boston Globe/Horn Book Award, a New York Times Notable Book of the Year, and a School Library Journal Best Book of the Year. Based on his own experience of growing up, *The Absolutely True Diary of a Part-Time Indian* is ultimately a story about hope, resilience, and self-discovery. We applaud Sherman Alexie's devotion to sharing his experience with young people so that they too can find the courage to leave the safety of what they know and discover who they are.

Melanie Chang
Executive Director, Publicity & Communications
Little, Brown Books for Young Readers
237 Park Avenue, 15-159
New York, NY 10017
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Celebrating the joy of writing since 1994.

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Writers Hall of Fame
PO Box 8646, Springfield MO, 65801
www.writershalloffame.org

Shannon Snow, Superintendent
ssnow@stockton.k12.mo.us
Stockton R-1 School District

Chad Pyle, School Board President
Stockton R-1 School District
Pyle022@windstream.net

Dear Superintendent Snow, President Pyle, and Members of the Stockton R-1 School Board:

As have many in and around Stockton, the board members of the Writers Hall of Fame, an organization devoted to the encouragement and appreciation of writing, has been saddened by and disagree with the board's choice to ban Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* from Stockton High School.

On the most basic level, we disagree because banning the book circumvents the educational goal of allowing students to participate in fruitful discussion of a highly regarded work of literature which has the distinct advantage of offering a sympathetic, intelligent protagonist who embraces education as the best way to make his life better. Surely this is an attitude the board and community can support. Beyond that, Alexie's novel asks readers to think about very real, very challenging issues of poverty, bullying, addiction, and assimilation. Young readers, even if they are among the fortunate who don't face such problems, are most likely not far removed from others their age for whom such issues create daily struggles. *The Absolutely True Diary of a Part-Time Indian* makes clear another pertinent point: The dictates of circumstance and choices made within them have far reaching personal and cultural consequences.

We disagree also because we see this choice against choice as a tipping point from which the school and community might tumble into an ever-growing effort to remove every text which one person or group finds objectionable. Years ago, almost as soon as it was published, Mark Twain's *Adventures of Huckleberry Finn* was banned from libraries. In fact, this novel, which many consider to the all-time best American novel, continues to face and overcome challenges. As Twain himself demonstrated to at least one librarian, even the most venerated of texts which almost no one wants to ban contains material many would consider unsuitable for young readers. See the recent *Newsweek* with Twain on the cover to see which text that is.

And we disagree with the board's decision because banning the novel, as you may have become acutely aware, violates basic First Amendment principles. This too is a slippery slope. The urge to censor is at heart an urge to exercise power cloaked in the call to protect vulnerable populations (like high school students) from "damaging" ideas. All too recently and in almost every newscast, we see the result of such restricted education in the politics of the Taliban, where students are taught only from approved, imposed texts and learn those texts by rote. All but approved texts are banned. The critical thinking skills so valued by Americans are considered dangerous. Removing choice does just that. It removes choice.

We hope you will reconsider and reverse the choice that allows Stockton students no choice.

Sincerely,

Linda Benson, for the Writers Hall of Fame Board

September 7, 2010

Shannon Snow, Superintendent

Stockton R-1 School District

ssnow@stockton.k12.mo.us

Chad Pyle, School Board President

Stockton R-1 School District

Pyle022@windstream.net

Dear Community, School Board, Students, and Faculty,

Azar Nafisi writes that great literature "unsettles us" in many ways; it shows us our true faces, our potential for good and bad, and all things we don't wish to see. I tell my students that great writing forces us to look at situations, choices and obstacles in life in order to evaluate the characters' reactions before you encounter these situations yourself. It is also a comfort if you've experienced these situations; great stories tell us that we're not alone, the thing perhaps humans fear most. With great sadness I watched as *The Absolutely True Diary of Part-time Indian* was banned in Stockton.

Recently I became a mother, and as I marvel over my sweet baby's face, I know that I don't want her to grow up in this world of dangers that I know and often see through the eyes of my students who write and write about the situations they face. Writing, reading, and self-expression *without* fear of reprisal are necessary to human survival. Your English teachers in Stockton are some of the best I've ever had the pleasure of working with over the last 12 years. As teachers we have an obligation to help students with not only basic skills, but also with becoming thoughtful, productive citizens in a democracy. Great literature opens the door for communication between students and their parents and teachers. Even the classics and the Bible are filled with unpleasant situations because story is how we communicate and deal with the issues of life; it's how we learn. Once we start telling students what they can and cannot read, what they can and cannot write, we no longer honor them as human beings. Keeping them safely ensconced in a bubble is not possible. Whatever people find disagreeable in a great book like *The Asolutely True Diary of a Part-Time Indian* has probably been experienced by the students in our communities; great books teach empathy, compassion and the importance of our choices. Banning a book out of fear does not get rid of the problem; it only makes it a secret, and as I learned in my foster/adoptive parent training, keeping the ugly parts of life a secret does not honor the child and help him or her grow into adulthood.

Please reconsider the banning of this book, and please do not allow the fervor it has caused to stifle student creativity. Sometimes it is all they have. This is not a religious issue, and it is not a secular issue. This is a human issue. Banning books instead of promoting conversation serves no one in a free and democratic society.

Sincerely,

Melissa Troxell

LAD Fair Chair

Writers Hall of Fame Board Member

Willard High School English Teacher

Definitions

Pervasive Vulgarity:

Pervasive: adj. Having the quality or tendency to pervade or permeate.

Pervade: v. To be present throughout: permeate

Permeate: v. To spread or flow throughout.

Vulgarity: n. 1. The condition or quality of being vulgar 2. Something as an act or expression, that offends good taste or propriety.

Vulgar: adj. 1. Of or associated with the great masses of people as distinguished from the educated or cultivated classes: common 2. Spoken by or expressed in language spoken by the common people: vernacular. 3. (a) Deficient in taste , delicacy, or refinement (b)ill-bred, boorish (c) Ostentatious in appearance or quality: pretentious. 4. <u>Obscene or indecent; lewd</u>

Lewd: adj. 1(a) preoccupied with sex and sexual desire. Lustful (b) Obscene; indecent

Obscene: adj. 1. Offensive to accepted standards of decency or modesty. 2. Inciting lustful feelings; lewd 3. Offensive or repulsive to the senses. Loathsome.

<u>The American Heritage Dictionary Second College Edition</u> Houghton Mifflin Company, Two Park Street, Boston MA 02108

The Absolutely True Diary of a Part-Time Indian
Alexie, Sherman
Little Brown and Company
Hachette Book Group
237 Park Avenue, New York, NY 10017

1. Page 3.."What a bastard, huh"
2. Page 7....."I wish I were magical, but I am really just a poor-ass reservation kid living with his poor-ass family on the poor-ass Spokane Indian Reservation"
3. Page 11..."I wanted to kick him in the balls and make him pass out."
4. Page 17..."Those rhythmless, talentless, tuneless, Indians are most likely going to get drunk and beat the shit out of any available losers."
5. Page 19..."Hell, he fought the weather"
6. Page 21..."Yep, those bastards were making fun of my brain disorder"
7. Page 21..."One of the brothers picked me up, dusted me off, and then kneed me in the balls."
8. Page 21..."Major-league assholes"
9. Page 21... " I was lying on the ground, holding my nuts as tenderly as a squirrel holds his nuts, when Rowdy walked up."
10. Page 21... "My balls are dying"

11. Page 22… "I'm going to kill those bastards, Rowdy Said."
12. Page 22… "But before you think Rowdy is only good for revenge, and kicking the shit out of mini-vans, raindrops, and people…"
13. Page 25…"Yep, that's right, I admit that I masturbate.

I'm proud of it

I'm good at it

I'm ambidextrous

If there were a Professional Masturbator's League, I'd get drafted number one and make millions of dollars.

And maybe you're thinking, " Well you really shouldn't be talking about masturbation in public."

Well, tough, I'm going to talk about it because EVERYBODY does it and EVERYBODY likes it.

And if God hadn't wanted us to masturbate, then God wouldn't have given us thumbs.

So I thank God for my thumbs.

But, the thing is, no matter how much time I spend with my thumbs and I spend with the curves of imaginary women…"
14. Page 48…"I thought you were on suspension, dickwad", he said"
15. Page 48…"Kiss my ass," I said."
16. Page 50…"We all got really mad and vowed to kick their asses the next game."
17. Page 51…"You're a pussy"
18. Page 52…"Don't touch me, you retarded fag!", he yelled
19. Page 64…"Did you know that Indians are living proof that niggers fuck buffalo?"
20. Page 65…"I knew that I couldn't let them get away with that shit"
21. Page 65…"He wasn't laughing when he landed on his ass"
22. Page 68…"Then you should have kicked him in the balls."
23. Page 72…"Shit, my whole life is a fight"
24. Page 72…"Wow, he didn't kick my ass"
25. Page 73…" She was just being a bitch"
26. Page 75…"Dawn doesn't give a shit about you" he said.
27. Page 90…"My sister married a guy for a damn silly reason. But I suppose people often get married for damn silly reasons"
28. Page 90…"Damn, my sister had married a lopsided, eagle-nosed, nomadic poker player"
29. Page 93…"What the hell was he talking about?"
30. Page 93…"Oh, so if I said something like, 'Gordy is a dick without ears and an ear without a dick,' then that would be tautology"
31. Page 96…"And, yeah, you need to take that seriously, but you should also read and draw because really good books and cartoons give you a boner."
32. Page 96…Cartoon captions: "Did you sat that books should give you a boner?"
33. Page 97. .." You should get a boner! You have to get a boner!" Gordy shouted.
34. Page 97…"Yes, yes, yes, yes, "Gordy said, "Now doesn't that give you a boner?' "I am rock hard," I said." "

Well I don't mean boner in the sexual sense," Gordy said, " I don't think you should run through life with a real erect penis." But you should approach each book—you

AGENDA

I. Status with Board and Snow

A. Hired Attorney?

B. Have all letters been delivered to Board?

C. Has letter from ACLU made it to Board?

II. Issues to Address

A. Our Requests

1. Book back in curriculum. (Complainant just asked for parental permission, not a ban from curriculum and library).

2. Book back in the library ASAP.

3. New policies which reflect commitment to importance of library and availability of books. Respect for teachers and acknowledgment that proper processes be followed (teachers must be first to respond to a complaint, and any reviewing committee must include tenured teachers currently using the material).

4. Board training on Board Policies and First Amendment issues in particular. School is taxpayer funded and not private so the Board members can't do whatever they want just because they feel like it.

5. Human resource management policies that protect teachers who report or otherwise stand up to defend violations of the U.S. Constitution.

Dir of School Law
Van Zant

B. Next Steps

1. Prepared to litigate

2. Willing to mediate

3. Insurance carrier for School Board notified?– we need copy of the letter tendering the matter to the insurance company and a copy of the policy for the Board if it exists (this is important because the $200,000 paid in the Olathe case to the ACLU attorneys came from the insurance policy and not out of the school budget).

4. Continued Letters to the Editor and appeal to the wider media.

5. Other organizations, in addition to the ACLU will also be sending letters to the Board in the very near term, as they have asked for information to formulate their letters.

III. Conclusion

A. We want this resolved sooner rather than later in the interests of the administrators, teachers, children and community.

B. Other school boards have reversed their position on banning without litigation (Kite Runner/Illinois).

C. Giving the Board the benefit of doubt, it was likely never fully briefed on the issues and implications surrounding a book ban, and unaware of the Policy designed to keep books in School (Policy 6241).

D. This will not "go away." Sandberg's judgment call that this would "go away" was incorrect. The issue will just continue to grow. The only solution is to put the book back now, and move forward with better policies.

should approach life—with the real possibility that you might get a metaphorical boner at any point."

" A metaphorical boner!" I shouted, " What the heck is a metaphorical boner?'

Gordy laughed, " When I say boner, I really mean joy," he said.

" Then why didn't you say joy? You didn't have to say boner. Whenever I think of boners I get confused. "

"Boner is funnier. And more joyful."

35. Page 109..."Kid you better keep your hands out of my daughter's panties. She's only dating you because she knows it will piss me off. So I ain't going to get pissed. And if I ain't pissed then she'll stop dating you. In the meantime, you just keep your trouser snake in your trousers and I won't have to punch you in the stomach."

36. Page 114..."She was wearing a white shirt and white shorts, and I could see the outlines of her white bra and white panties. Her skin was pale white. Milky white. Cloud white. She was all white on white, like the most perfect kind of dessert cake you've ever seen. I wanted to be her chocolate topping."

37. Page 115..."Hey Asshole," Rowdy wrote back. "I'm sick of Indian guys who treat white women like bowling trophies. Get a life"

38. Page 116..."I think it means you're a racist asshole like everybody else."

39. Page 122..."And I imagined that every girl was immediately breathless and horny at the sight of my bell-bottom slacks."

40. Page 124..."And after they all found out I was a poor-ass Indian, I knew they would be a couple."

41. Page 125..." I imagined that Earl said his daughter could go only if Roger got his hands into her panties instead of me."

42. Page 126..." You and Penultimate are a great couple, man"

"You think so?"

"Yeah, have you done her yet?"

"I really don't want to talk about that stuff."

43. Page 129..."If you let people into you life a little bit, they can be pretty damn amazing."

44. Page 130... "A few minutes later, he e-mailed me a digital photo of his bare ass. I don't know when he snapped that pic."

45.Page 131..."Rowdy was the opposite of repressed. He was exactly the kind of kid who would e-mail his bare ass(and bare everything else to the world."

46. Page 131..."Gordy, my man," I said, " That is most definitely NOT a posterior. That is a stinky ass. You can smell the thing, even through the computer."

47. Page 157..."She wanted to forgive Gerald, the dumb-ass Spokane Indian alcoholic who ran over and killed her"

48. Page 171... Cartoon caption "Jesus farteth and burpeth in harmony! MIRACULOUS!! John 11:35 am"

49. Page 172...Cartoon caption "grief (greef)n. When you feel so helpless and stupid that you think nothing will ever be right again, and your macaroni and Cheese tastes like sawdust, and you can't even jerk off because it seems like too much trouble. Webster's Dickshunnary 4ever"

50. Page 176..." The world is only broken into two tribes: The people who are assholes and the people who are not."

51. Page 185…"You are a little asshole," the sports guy said.."
52. Page 185… "Wow", the sports guy said. "You're pissed."
53. Page 191…"You can't stop me. I've been kicking your ass for fourteen years."
54. Page 197…"We'll kick your asses next year," Rowdy wrote back, "And you'll cry like the little faggot you are."
55. Page 197…"I might be a faggot," I wrote back, "but I'm the faggot who beat you."
56. Page 198… " I was a happy faggot."
57. Page 200…" I can count my fingers, toes, arms, legs, eyes, ears, nose, penis, butt cheeks, and nipples, and still not get close to my deaths."
58. Page 200…" She hugged me hard. And I have to admit that it felt pretty dang good. Miss. Warren was, like, fifty years old, but she was still pretty hot. She was all skinny and muscular because she jogged all the time. So I sort of, er, physically reacted to her hug.

And the thing is, Miss Warren was hugging me so tight that I was pretty sure she could feel my, er, physical reaction. I was kind of proud you know"
59. Page 200-201…" I was stunned. But I wasn't sad. The grief didn't hit me right away. No, I was mostly ashamed of my, er physical reaction to the hug. Yep, I had a big erection when I learned of my sister's death."
60. Page 202…"The guidance office was filled with self-help books and inspirational posters and SAT test books and college brochures and scholarship applications, and I knew that none of that, absolutely none of it, meant shit.
61. Page 203…"Kiss my ass," I said and ran."
62. Page 212…" Okay, listen, I'm not a cruel bastard, okay?"
63. Page 216…"I wanted them to get strong and get sober and get the hell off the rez."
64. Page 217… "And the tribe of chronic masturbators"
65. PAGE 221…"If I had a dog with a face like yours, I'd shave it's ass and teach it to walk backwards."
66. Page 222…"I mean, we're Indians, and we like to make up shit about lakes, you know."
67. Page 224…"He would've just called me a wuss or a pussy."
68. Page 225…"I love that tree," I said

" That's because you are a tree fag," Rowdy said

"I'm not a tree fag.:" I said.

" Then how come you stick your dick inside knotholes?"

"I stick my dick in the girl trees." I said.
69. Page 226…"But Rowdy broke the spell.

He farted. A greasy one. A greasy smelly one that sounded like it was half solid."
70. Page 228…"I thought about telling him to bite my ass"
71. Page 228…" You've never beaten me one-on-one," he said, "You pussy"
72. Page 229…" Where do you think you dumb-ass? Right here, where I've always been."
73. Page 229…" Wow, you were reading a book!" I said with mock surprise."

"Eat me." He said."
74. Page 230…"Yeah," Rowdy said. "Just make sure you send me postcards, you asshole."

Chris L. Nicastro, Ph.D.
Commissioner of Education



Michael J. Muenks
Assistant Commissioner
Office of College and Career Readiness

Missouri Department of Elementary and Secondary Education

— Missouri public schools: the best choice. . .the best results! —

TO:	School Administrators and School Personnel
FROM:	Michael Muenks, Assistant Commissioner
DATE:	June 23, 2010
SUBJECT:	Common Core State Standards
CC:	RPDC Directors and Staff, Area Supervisors, Federal School Improvement Supervisors, Department Offices

Thank you to the many teachers and administrators who provided feedback and input to the development of the Common Core State Standards. We have worked closely in recent months with the National Governors Association Center for Best Practices and the Council of Chief State Officers to develop the standards, which were released to the public on June 2.

On the recommendation of Commissioner of Education Chris L. Nicastro, the State Board of Education voted last week to adopt the Common Core State Standards. Missouri became the 10th state to adopt them, and we appreciate the wide spread enthusiasm and support for the new standards.

The formal adoption of the Common Core Standards in English Language Arts and Mathematics is only the beginning of a lengthy process, which is now moving to the assessment development stage. Department staff members are focused and committed to making this transition as smooth as possible for school districts in Missouri.

One of the components of the Common Core Initiative is that states join one of the various consortia to work cooperatively in designing formative and summative assessments to accompany the new standards. Missouri is a governing member of the SMARTER Balanced assessment consortium.

The goal of that consortium is to have assessments in English Language Arts and Mathematics available by the 2012-2013 school year – at the earliest. Until such time, Missouri students will continue to take Grade-level and End-of-Course assessments aligned to Missouri's 2.0 Grade-level and Course-level expectations.

District accountability will continue to be based upon student performance on those assessments. So, although districts should continue to update curriculum, as has been done in the past, the focus for now should remain on the standards that align with the assessments that will be used for district accountability – the 2.0 Missouri Grade-level and Course-level expectations.

Moving forward, Department staff members have been making plans to ensure that teachers will have the information and tools necessary to successfully implement the standards in a uniform manner throughout the state. We will be helping Missouri educators become familiar with the documents and will provide information on specific differences between the Common Core

standards and Missouri's 2.0 GLEs/CLEs. Professional learning opportunities for Missouri educators also will be provided to districts as implementation nears.

In the meantime, districts should continue to ensure that teachers are providing the best instruction possible for students – focused on the current GLEs/CLEs.

Please do not hesitate to contact the curriculum section at 573-751-2625 with any questions as we move through the implementation process.

MM

MISSION STATEMENT

To offer a complete program to educate and equip each student to live a responsible and profitable life as a citizen of the community, nation and world.

PHILOSOPHY

A philosophy of education is the foundation on which a school district is built and upon which the product of the school program is evaluated. The philosophy herein subscribed to by the Stockton R-1 Board of Education shall be a guide in determining the policies, rules and regulations of the school district.

Recognizing each student as a unique individual, we believe that education should provide an opportunity for the maximum development of each individual within the limitations of his capacities. Through education, it is possible for the individual to discover and endeavor to achieve to the limits of his capacities.

We believe that in a democratic society, education must help the student realize his worth as an individual and should lead him toward becoming a productive member of society. Strong emphasis must be placed upon democratic values, which are important for an effective and satisfying personal and social life.

We believe that the role of the teacher in the educational process is to provide opportunities for the individual to achieve at the maximum level of capacity, to create a learning situation in which individual motivation for learning is the stimulus for achievement, and to promote through teaching and example the principles of the democratic way of life.

We believe that parents/guardians have definite responsibilities in education. They need to have a basic confidence in the school, and they need to impart this confidence to the students. The parents/guardians may do this by cooperating to the fullest with the schools, by encouraging the student to give his/her best

efforts to his daily school responsibilities and by participating in school activities.

We believe that the student must have responsibilities in the educational program of his community. Most important of these is attitude. The student is obligated to come with an open mind, equipped with all necessary materials, ready to fulfill his responsibilities in the learning process. The basic attitude should be that the school is an institution of opportunity, staffed with trained personnel to help the student become a contributing member of society.

We believe that the foundation of the district's educational program is based on the development of competencies in the basic fundamentals of reading, oral and written communication and mathematics.

It is, therefore, the responsibility of the district to provide an educational environment for children of the district, which will foster and accelerate their intellectual, physical, emotional, social and career development.

Stockton R-I Board of Education

STOCKTON R-1 SENIOR HIGH SCHOOL
P.O. BOX 190, #1 Tiger Drive
STOCKTON, MISSOURI 65785

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Ms. Shannon Snow.....Superintendent
Mr. John French Principal
Mr. Ken Shipps.....Assistant Principal
Mr. Kevin Burns.....Guidance Counselor

BOARD OF EDUCATION

The citizens of the Stockton R-1 School District elect a board of seven directors to approve the policies for the operation of the public schools. To the Board of Education falls the monumental

IRREGULAR BEHAVIOR

Irregular behavior on campus such as fighting, use of profanity, use of illicit drugs, use or possession of alcohol, or the use or possession of tobacco or tobacco products will result in immediate disciplinary action. The Board of Education and Missouri School Law provide for the suspension or expulsion of students for such behavior.

LUNCH & BREAKFAST PROGRAM

The school district's breakfast and lunch programs are designed to serve nutritious, balanced and appetizing meals at a nominal cost to the student. The price for student breakfast and lunch is subject to change based upon the financial experience of the program. Current prices are breakfast, $.80, reduced, $.30; lunch, $1.25, reduced, $.40. Extra milk sells for $.20. A la carte items are available and must be purchased with a lunch card. Parents/Students who feel that they may qualify for free or reduced lunches may pick up an application in the Superintendent's office. **Breakfast and lunch may be purchased with a lunch card only, no cash and no charge.**

LUNCHROOM ACCOUNTS

1. Each student will be assigned a lunch card that is to be used to pay for meals and a la carte items.
2. If the initial card is lost or damaged, the second card will cost $5.00.
3. Students can put money in their account at the high school office before the school day begins.
4. Students must pay full price for all extra items or second breakfasts/lunches. ***Once an account owes $10, students will have cards confiscated (free lunch students will not be allowed to have seconds or additional items.)***
5. If there are any problems with an account, a student should see the cashier before the beginning of the school day.

LUNCHROOM PROCEDURES

BEHAVIOR RULES

The following behavior rules apply to all K-12 students in attendance in district instructional and support programs as well as school sponsored activities and events. **All students should report any possible threats to students and staff safety to the nearest authority. Each possible threat should be treated as real and taken seriously.**

Absences - Regular school attendance is expected of all students and is essential to good performance. Parents are to notify the school in the event a student is absent.

Bullying – The district is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students toward district personnel or students on school grounds, during school time, at a school sponsored activity, or in a school related context. Bullying is the intentional action by an individual or group to inflict physical, emotional, or mental suffering on another individual or group of individuals.

Physical Assault - Physical attack by one person (or by a group of persons) upon another person, who does not wish to engage in the conflict and who has not provoked the attack.

Cheating - Using, submitting, or attempting to obtain answers dishonestly by deceit, or by means other than those authorized by the teacher.

Damaging or Defacing Property - Destroying or mutilating objects or materials belonging to the school, school personnel or other persons.

Disorderly Conduct, including Profanity and Obscene Behavior - Conduct and/or behavior that is disruptive to the orderly educational procedure of the school. Any obscenity, obscene gesture, swearing, cursing, whether verbal or written.

Communication Arts Course Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- **Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.**
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Listening and Speaking and Information Literacy strands will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Listening and Speaking and Information Literacy strands are under revision, teachers are still responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Ellin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

1 Develop and apply skills and strategies to the reading process

	English I	English II	English III	English IV
A Print Concepts				
DOK				
ST				
B Phonemic Awareness				
DOK				
ST				
C Phonics	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
DOK	2	2	2	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6

Reading

1 Develop and apply skills and strategies to the reading process

	English I	English II	English III	English IV
D Fluency	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text
DOK	1	1	1	1
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5
E Vocabulary	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
F Pre-Reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

1 Develop and apply skills and strategies to the reading process

	English I	English II	English III	English IV
G During Reading	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5
H Post-Reading	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize
DOK	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5
I Making Connections	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)
DOK	3	3	3	3
ST	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	English I	English II	English III	English IV
A Text Features	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text
DOK	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5
B Literary Techniques	Identify and explain literary techniques, in text emphasizing a. irony b. imagery c. repeated sound, line or phrase d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced	Identify and, explain literary techniques, in text emphasizing a. understatement b. parallelism c. allusion d. analogy e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced	Identify and explain literary techniques, in text emphasizing a. euphemism b. satire c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
DOK	2	3	3	3
ST	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5
C Literary Elements	Use details from text(s) to a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. evaluate the effect of author's style	Use details from text(s) to a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. identify and analyze tone	Use details from text(s) to a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. evaluate the effect of tone on the overall meaning of work	Use details from text(s) to a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. evaluate the effect of tone on the overall meaning of work
DOK	3	3	3	3
ST	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	English I	English II	English III	English IV
A Text Features	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning
DOK	3	3	3	3
ST	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
B Literary Techniques	Identify and explain literary techniques, in text emphasizing a. irony b. imagery c. repeated sound, line or phrase d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced	Identify and, explain literary techniques, in text emphasizing a. understatement b. parallelism c. allusion d. analogy e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devicer previously introduced	Identify and explain literary techniques, in text emphasizing a. euphemism b. satire c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
DOK	2	3	3	3
ST	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
C Text Structures	Use details from informational text to a. identify and explain the organizational pattern b. analyze and evaluate effectiveness of word choice c. analyze and evaluate the accuracy and adequacy of evidence d. analyze and evaluate point of view e. analyze and evaluate author's viewpoint/perspective i. evaluate proposed solutions g. demonstrate comprehension skills previously introduced	Use details from informational and persuasive text(s) to a. analyze and evaluate the organizational patterns b. identify and analyze faulty reasoning and unfounded inferences c. evaluate proposed solutions d. evaluate for accuracy and adequacy of evidence e. evaluate effect of tone on the overall meaning of work f. analyze and evaluate point of view g. analyze and evaluate author's viewpoint/perspective h. demonstrate comprehension skills previously introduced	Use details from argumentative text(s) to a. analyze and evaluate the organizational patterns b. identify and analyze faulty reasoning and unfounded inferences c. evaluate proposed solutions d. evaluate for accuracy and adequacy of evidence e. analyze and evaluate the type of appeal (emotional, ethical, and logical) f. evaluate effect of tone on the overall meaning of work g. analyze and evaluate point of view h. analyze and evaluate author's viewpoint/perspective i. demonstrate comprehension skills previously introduced	Use details from argumentative text(s) to a. analyze and evaluate the organizational patterns b. identify and analyze faulty reasoning and unfounded inferences c. evaluate proposed solutions d. evaluate for accuracy and adequacy of evidence e. analyze and evaluate the type of appeal (emotional, ethical, and logical) f. evaluate effect of tone on the overall meaning of work g. analyze and evaluate point of view h. analyze and evaluate author's viewpoint/perspective i. demonstrate comprehension skills previously introduced
DOK	3	3	3	3
ST	CA 3, 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
	English I	**English II**	**English III**	**English IV**
D	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks
Understanding Directions				
DOK	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Writing

1 Apply a writing process in composing text

	English I	English II	English III	English IV
A Writing Process	Follow a writing process to a. use appropriate prewriting strategies as needed b. generate a draft *c. revise in response to feedback (peer and/or teacher) *d. edit for conventions (refer to W2E) *e. share writing	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)
DOK	3	3	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

2 Compose well-developed text

	English I	English II	English III	English IV
A Audience and purpose	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
B Ideas and Content	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
C Organization and Sentence Structure	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
D Word Choice	Compose text using a. precise and vivid language b. writing techniques, such as imagery, humor, voice, and figurative language	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, and figurative language	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text

	English I	English II	English III	English IV
E Conventions	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text use a conventions of capitalization b conventions of punctuation c standard usage
DOK	1	1	1	1
ST	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2

Writing

3 Write effectively in various forms and types of writing

	English I	English II	English III	English IV
A Forms/Types/Modes of Writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing
	3	3	3	3
	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8

Listening and Speaking

1 Develop and apply effective listening skills and strategies

	GRADE 9-12
A Purpose for Listening	Listen • for enjoyment • for information • for directions • critically to summarize and evaluate communications that inform, persuade and entertain • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the validity and reliability of speaker's message
ST	CA 5, 6 1.5, 1.6, 1.10
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-n, IV 1b, 3a, 9-12
B Listening Behavior	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
ST	**CA 5, 6 1.5**
FR	II 5b, III1b, IV 1c-d, 9-12

Listening and Speaking

2	Develop and apply effective speaking skills and strategies for various audiences and purposes	
		GRADE 9-12
A	Discussion and Presentation	In discussions and presentations, • create concise presentations on a variety of topics • incorporate appropriate media or technology • respond to feedback • defend ideas • demonstrate poise and self-control
	ST	CA 1, 6 2.1, 2.3, 4.6
	FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4c & , IV 1c, 3a, 9-12
B	Giving Directions	Give clear and concise multi-step oral directions to perform complex procedures and/or tasks
	ST	**CA 1, 6 2.1, 2.3**
	FR	II 3c, 6a, 9-12

Information Literacy – UNDER REVISION

1	Develop and apply effective research process skills to gather, analyze and evaluate information	
		GRADE 9-12
A	Research Plan	Develop an appropriate research plan to guide investigation and research of focus questions
	ST	CA 2, 3 1.1, 1.4, 4.5
	FR	I 2a-b, IV 2d, 9-12
B	Acquire Information	Locate and use multiple primary and secondary sources to • select relevant and credible information • evaluate reliability of information • evaluate reliability of sources
	ST	CA 2, 3 1.2, 1.4, 1.7
	FR	I 2d-e, 3a, III 1d, IV 1e, 9-12
C	Record Information	Record relevant information from multiple primary and secondary sources using a self-selected note-taking or organizational strategy
	ST	CA 2, 3, 4, 1.2, 1.8, 2.1
	FR	III 1d, 9-12
D	Sources Consulted	Document sources of information using a standard citation format
	ST	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**
	FR	II 3a, IV 3f-g, 9-12

Information Literacy – UNDER REVISION

2	Develop and apply effective skills and strategies to analyze and evaluate oral and visual media
	GRADE 9-12
A Media Messages	Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
ST	CA 5 1.5, 1.7, 2.7
FR	I 1b, 2d, III 3h-I, 9-12

Course Curriculum Text Report

Grade: 9th Grade
Course: English I
Discipline: Communication Arts
Board Approval Date:

Course Description

This course is designed to cover the basics in grammar and literature. Grammar units include the eight parts of speech, punctuation, capitalization, spelling, and composition. The study of literature is designed to encourage the development of interpretive skills and encompasses short stories, poetry, plays, essays, and biography. A unit on the use of the library and resource material aids students in the development of research skills. 1 UNIT (9) - REQUIRED COURSE

Course Rationale

The purpose of English I is to provide students with a solid foundation in speaking and writing standard English as well as reading and evaluating basic forms of literature. Students should also master basic skills necessary to gather information and to solve problems that may be encountered in the workforce and independent living circumstances.

Selected Objective Curriculum Items:

- Unit
- Local Objective
- Objective used to evaluate students
- Objective is A+
- Assessment Activity
- Level of Expectation
- List of concepts and Evaluation Types
- Learning Activity
- Instructional Method
- Content Standards
- Process Standards
- Equity/Workplace Readiness
- Resources
- Correction Exercise
- Enrichment Exercise
- Special Needs
- English Language Learner
- GLEs v1.0
- GLEs v2.0 and CLEs
- Objective Notes/Essential Questions

Objective used to evaluate students
Yes

Assessment Activity
Create newspaper stories that include proper nouns and adjectives, also include names,titles and abreviations.

Level of Expectation
80%

List of concepts and Evaluation Types

Concept	Evaluation Type
Utilization of Capoitalization and Punctuation	

Learning Activity
Locate and categorize examples in literature, newspapers, or magazines of the uses of commas.

Instructional Method
Illustrate the rules and show examples. (Supply with copies of rules and examples.)

Content Standards
CA 1

Process Standards
2.2

Correction Exercise
Critque exercises on capitalization and punctuation.

Enrichment Exercise
Compose promotional advertisements urging people to visit your city or state.

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/2/2/C/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Punctuation	Grade 9-12	In composing text, use - correct formatting (e.g., quotation marks, italics and underlining) in citations - hyphens for compound adjectives
CA/2/1/A/09-12/a	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	Grade 9-12	Follow a writing process to - independently create appropriate graphic organizers as needed - apply writing process to write effectively in various forms and types of writing
CA/2/2/E/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Spelling	Grade 9-12	In writing, use dictionary, spell-check and other resources to spell correctly
CA/2/2/C/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Punctuation	Grade 9-12	In composing text, use - correct formatting (e.g., quotation marks, italics and underlining) in citations - hyphens for compound adjectives

Unit
Fiction - Short Stories

Local Objective
Select several short stories in the McDougal Littell Grade 9 English book.
Identify and define the elements of fiction.
Expose students to several different authors by reviewing author background.
Connect each author's life to his/her short story.
Read short story to understand plot, haracter, setting and theme.
Connect story theme/message to student experience.

Objective used to evaluate students
Yes

Assessment Activity
Student connects author to story to understand how/why authors select what they write.
Student identifies plot, characters, setting and theme of each story.
Student connects theme to own life experience.

Level of Expectation
80%

List of concepts and Evaluation Types

Concept	Evaluation Type
Connect story theme to own life experience	CR
Identify and define elements of fiction	SR
Student will give oral report on specific author.	PE
Identify plot, characters, setting and theme	CR

Learning Activity
Complete worksheet which identifies literary terms used with fiction.
Read assigned author backgrounds and short stories.
Complete worksheet that documents elements of fiction and author information for each short story.
Discuss each story's plot, characters, setting and theme and author tie.

Instructional Method
The instructor will use worksheets and class discussion after completion of short story.
Students will use internet for online research about specific author.

Content Standards
CA 2, CA 7

Process Standards
3.1, 4.1

Resources
Select several short stories in the McDougal Littell Grade 9 English book.

Enrichment Exercise
Use internet to research specific author to gather in-depth infomration about the author. Use this information to create oral report to class.

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/1/1/G/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	During Reading	Grade 9-12	During reading, utilize strategies to - self-question and correct - infer - visualize - predict and checkusing cueingsystems < meaning < structure < visual
CA/1/1/E/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Vocabulary	Grade 9-12	Develop vocabulary through text, using - roots and affixes - context clues - glossary, dictionary and thesaurus
CA/1/1/H/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Post-Reading	Grade 9-12	Apply post-reading skills to comprehend and interpret text - question to clarify - reflect - analyze - draw conclusions - ummarize - paraphrase
CA/2/3/D/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Summary Writing	Grade 9-12	Write - a multi-paragraph text that summarizes large amounts of information clearly and concisely - complete research papers/projects that develop a thesis,contain information from multiple sources and conform to a style manual (e.g., APA, MLA)
CA/1/1/I/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	Grade 9-12	Compare, contrast, analyze and evaluate connections between - information and relationships in various fiction and non-fiction works - text ideas and own experiences - text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
CA/1/1/C/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Phonics	Grade 9-12	Apply decoding strategies to problem-solve unknown words when reading

Unit
Poetry

Local Objective
Students will study several different poems and poets. They will dissect poems using the five poetry elements - form, sound, speaker, imagery, and figurative language. They will make connections to the poet and his/her poetry.

Students will write their own poetry.

Unit
Research & Writing a Report using MLA Style

Local Objective
The student will select and limit a report topic and locate appropriate reference materials. The student will arrange documentation sources and prepare a works cited page demonstrating the MLA style for documentation of sources.

Objective used to evaluate students
Yes

Assessment Activity
Research and compose a three page report with documentation and a works cited page, typed.

Level of Expectation
70%

List of concepts and Evaluation Types

Concept	Evaluation Type
graphic organizers, note taking, cite sources	

Learning Activity
Illustrate the format and layout rules for MLA style. Model documenting rules.

Instructional Method
Illustrate the format and layout rules for MLA style. Model documenting rules.

Content Standards
CA 4

Process Standards
2.1, 4.1, 1.4

Correction Exercise
Evaluate reliability of sources.

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/4/1/B/09-12/a	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Acquire Information	Grade 9-12	Locate and use multiple primary and secondary sources to - select relevant and credible information - evaluate reliability of information - evaluate reliability of sources
CA/2/3/E/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Audience and Purpose	Grade 9-12	Compose texts - for a variety of career and workplace communications (e.g., job application, résumé, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions) - for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view
CA/2/3/B/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Note-Taking	Grade 9-12	
CA/2/3/C/0K/a	Communication Arts	Writing	Write effectively in various forms and	Expository and	Grade K	Plan and tell an idea through pictures and words using factual information, with teacher assistance

			types of writing	Persuasive Writing		
CA/2/3/A/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Narrative and Descriptive Writing	Grade 9-12	Write a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/ college essays)
CA/2/3/D/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Summary Writing	Grade 9-12	Write - a multi-paragraph text that summarizes large amounts of information clearly and concisely - complete research papers/projects that develop a thesis,contain information from multiple sources and conform to a style manual (e.g., APA, MLA)
CA/2/1/A/09-12/a	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	Grade 9-12	Follow a writing process to - independently create appropriate graphic organizers as needed - apply writing process to write effectively in various forms and types of writing
CA/4/1/D/09-12/a	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Sources Consulted	Grade 9-12	Cite sources of information using a standard method of documentation

Unit
Drama - Romeo and Juliet

Local Objective
Expose student to the World of Shakespeare and his influence on literature.
Expose student to Shakespearian tragedy.
Evaluate characters' personalities and interactions - results of both.

Objective used to evaluate students
Yes

Assessment Activity
Provide students with an excerpt from Romeo & Juliet. Evaluate information or clues about plot, character, setting, staging, point of view and theme. Select key words and passages. Compose a final notation describing the total effect.

Level of Expectation
80%

List of concepts and Evaluation Types

Concept	Evaluation Type
Vocabulary	MC
analyze, evaluate, vocabulary, rdg w/expression	CR

Learning Activity
Learn about Shakespeare's Life and Times to give background for studying his work.
Read Romeo and Juliet for plot and character.
Write character analysis for one of the major characters.
Watch portions of two movies to compare dramatic interpretations with play, each other.

Instructional Method
Students and teacher will discuss plot of play and determine critical events in each scene/act. After each act, students will analyze charcters' actions and plot.

Content Standards
CA 1, CA 2

Process Standards
1.6, 3.1, 4.1

Resources
Copy of the play, Romeo and Juliet. Handouts. Overhead Projector. Video of the play.

Enrichment Exercise
Construct a plan that Romeo and Juliet could use to try to solve the problem they find themselves facing at the end Act I. Justify why your plan m ight or might not work and defend it.

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/1/1/E/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Vocabulary	Grade 9-12	Develop vocabulary through text, using - roots and affixes - context clues - glossary, dictionary and thesaurus
CA/1/1/I/09-	Communication	Reading	Develop and apply skills and	Making	Grade 9-12	Compare, contrast, analyze and evaluate

12/a	Arts		strategies to the reading process	Connections		connections between - information and relationships in various fiction and non-fiction works - text ideas and own experiences - text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
CA/1/2/B/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Devices	Grade 9-12	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in poetry and prose
CA/1/1/D/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Fluency	Grade 9-12	Read grade-level instructional text - with fluency, accuracy and appropriate expression - adjusting reading rate to difficulty and type of text

Unit
Epic - The Odyssey

Unit
Non-Fiction

Course Curriculum Text Report

Grade: 10th Grade
Course: English II
Discipline: Communication Arts
Board Approval Date:

Course Description

The tenth grade language arts curriculum focuses on students writing for a varity of topics using diverse sources. Writing instruction emphasizes vocabulary, accepted patterns of organization, development and support of ideas, and acceptable usage and mechanics which prepares them for future studies and for the workplace. Students will read and respond to literature. 1 UNIT (10) - REQUIRED COURSE Prerequisite: English I

Course Rationale

The purpose of English II is to prepare students for lifelong learning through the development of stronger communication skills which are essential in the development of an educated citizenry that can communicate effectively in the classroom and the workplace.

Selected Objective Curriculum Items:

- Unit
- Local Objective
- Objective used to evaluate students
- Objective is A+
- Assessment Activity
- Level of Expectation
- List of concepts and Evaluation Types
- Learning Activity
- Instructional Method
- Content Standards
- Process Standards
- Equity/Workplace Readiness
- Resources
- Correction Exercise
- Enrichment Exercise
- Special Needs
- English Language Learner
- GLEs v1.0
- GLEs v2.0 and CLEs
- Objective Notes/Essential Questions

Unit
Short Stories

Local Objective
Students will be able to analyze the elements of fiction and identify their characteristics and use them to predict, visualize, question and evaluate a work. Students will be able to analyze techniques used in characterization, theme and point of view. Students will be able to evaluate literature using the following literary terms: plot, character, setting, theme and point of view. Students will be able to write effectively in various forms and types of writing.

Objective used to evaluate students
Yes

Assessment Activity
Missouri Holistic Scoring Rubric
Written test
Group discussion

Learning Activity
read and evaluate short stories
evaluate stories for theme/connections to self/text/world
journal
answer opinion questions based on the text

Instructional Method
model read aloud strategy
monitor guided practice
monitor small group interaction
lecture

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/R/2/C/EII/b.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English II	Use details from text(s) to analyze character, plot, setting, point of view
CA/R/2/B/EII/e.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Techniques	English II	Identify and explain literary techniques, in text emphasizing analyze and evaluate literary techniques previously introduced
CA/W/1/A/EII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English II	Apply a writing process to write effectively in various forms and types of writing (W3A)
CA/W/3/A/EII/a.	Communication Arts	Writing	Write effectively in various forms and types of writing	Forms/Types/Modes of Writing	English II	Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features

Unit
Grammar Review

Local Objective
Students will be able to differentiate between the eight basic parts of speech.

Objective used to evaluate students
Yes

Assessment Activity
test

Learning Activity
grammar exercises
writing assignments
proofreading exercises

Instructional Method
model sentence diagramming
model correct sentence structure

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/W/3/A/EII/b.	Communication Arts	Writing	Write effectively in various forms and types of writing	Forms/Types/Modes of Writing	English II	Compose a variety of texts, in various formats, including workplace communication
CA/W/1/A/EII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English II	Apply a writing process to write effectively in various forms and types of writing (W3A)

Unit
Julius Caesar

Local Objective
The student will understand and appreciate a classic drama; understand blank verse; understand Shakespeare's plays.

Objective used to evaluate students
Yes

Assessment Activity
Missouri Holistic Scoring Rubric
Test
Small Group discussion

Learning Activity
soliloquy/aside handout
create 12 line theater per act
reader's theater
small group discussion

Instructional Method
lecture
model
monitor reader's theater

Content Standards
CA 2, CA 4

Resources
The Tragedy of Julius Caesar condensed version of The Twelfth Night Julius Caesar film Shakespeare in Love film Shakespeare for Kids

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/1/2/A/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Features	Grade 9-12	Locate - interpret and apply information in title, table of contents and glossary - and recognize the text features of fiction, poetry and drama in grade-level text
CA/2/1/A/09-12/a	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	Grade 9-12	Follow a writing process to - independently create appropriate graphic organizers as needed - apply writing process to write effectively in various forms and types of writing
CA/2/3/B/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Note-Taking	Grade 9-12	
CA/1/2/B/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Devices	Grade 9-12	Analyze and evaluate author[s use of figurative language (emphasize irony), imagery and sound devices in poetry and prose
CA/2/3/E/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Audience and Purpose	Grade 9-12	Compose texts - for a variety of career and workplace communications (e.g., job application, résumé, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions) - for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view
CA/1/2/C/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend,	Text Elements	Grade 9-12	Use details from text to - analyze character, plot, setting, point of view and development of theme -

			analyze and evaluate fiction, poetry and drama from a variety of cultures and times			evaluate proposed solutions - analyze the development of a theme across genres - evaluate the effect of author ¦ s style and complex literary techniques (including tone)

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/W/1/A/EII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English II	Apply a writing process to write effectively in various forms and types of writing (W3A)

Unit
TKAM

Local Objective
Students will analyze and evaluate literary devices and techniques.
Students will identify the elements of a novel including setting, plot, characterization, theme, point of view, irony, theme.
Students will analyze and evaluate how language and communications influence and reflect the culture/eras in which they are created.
Students will relate the novel and other texts to prior experiences.
Students will apply information, ideas, processes and skills learned in the study of communication arts to new situations/tasks.

Objective used to evaluate students
Yes

Assessment Activity
accelerated reader quiz
character identification
quote identification
biopoem written over a character from the novel

Learning Activity
courage handout-rank scenarios
literature circles/role sheets
graphic organizers
idiom handout
create collage/biopoem
assess novel/character analysis paper
allusions handout
tea party/tea party ettiquette

Instructional Method
lecture model
whole group discussion
monitor literature circles/assess individual literature circle role sheets
questioning

Content Standards
CA 2

Process Standards
1.6, 2.3, 1.5, 3.7, 3.6, 4.6

Resources
To Kill A Mockingbird novel
Accelerated Reader

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/3/2/A/09-12/a	Communication Arts	Listening and Speaking	Develop and apply effective speaking skills and strategies for various audiences and purposes	Discussion and Presentation	Grade 9-12	In discussions and presentations, - create concise presentations on a variety of topics - incorporate appropriate media or technology - respond to feedback - defend ideas - demonstrate poise and self-control
CA/2/1/A/09-12/a	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	Grade 9-12	Follow a writing process to - independently create appropriate graphic organizers as needed - apply writing process to write effectively in various forms and types of writing
CA/1/2/C/09-	Communication	Reading	Develop and apply skills and	Text Elements	Grade 9-12	Use details from text to - analyze character,

12/a	Arts		strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times			plot, setting, point of view and development of theme - evaluate proposed solutions - analyze the development of a theme across genres - evaluate the effect of author's style and complex literary techniques (including tone)
CA/1/2/A/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Features	Grade 9-12	Locate - interpret and apply information in title, table of contents and glossary - and recognize the text features of fiction, poetry and drama in grade-level text
CA/1/2/B/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Devices	Grade 9-12	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in poetry and prose
CA/2/2/F/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Sentence Construction	Grade 9-12	In composing text, use - a variety of sentence structure and length for stylistic effect - cohesive devices - active voice construction

Unit
Literature Mosaic

Local Objective
Analyze the elements of fiction and identify their characteristics and use them to predict, visualize, question and evaluate a work. Analyze techniques used in characterization, theme, and point of view. Anaylyze, evaluate and appreciate narrative nonfiction Organize information into charts as the basis for clarifying, visualizing and questioning a writer's attitude, motive and purpose.

Objective used to evaluate students
Yes

Assessment Activity
teacher created quiz- T/F, short answer, matching teacher created test-MC, short answer, matching, essay, performance event small group discussion oral presentations

Learning Activity
Identify literary techniques including figurative language, imagery, symbolism, allusion, tone, and irony. Identify elements of fiction/nonfiction including setting, plot, characters, theme, points of view and tone. Recognize relationship between historical and/or cultural perspective and literature. Compare/contrast elements of fiction/non fiction from reading selections

Instructional Method
model lecture guided practice independent practice class discussion

Process Standards
3.8, 1.6, 3.5, 3.7, 1.5, 2.4

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/1/1/H/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Post-Reading	Grade 9-12	Apply post-reading skills to comprehend and interpret text - question to clarify - reflect - analyze - draw conclusions - ummarize - paraphrase
CA/2/3/C/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Expository and Persuasive Writing	Grade 9-12	Write - multi-paragraph informative and persuasive essays with < an effective thesis statement < effective paragraphing < convincing elaboration through specific and relevant details < originality (freshness of thought) and individual perspective < individual style and voice < complex ideas in a sustained and compelling manner multi-paragraph texts that < interpret, evaluate or persuade < use specific rhetorical devices < use relevant evidence to defend a position - a reflectifve paper that compares specific incidents and themes - analysis and/or evaluation on the use of imagery, language, themes, stylistic devices and tone in literature
CA/1/2/C/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Elements	Grade 9-12	Use details from text to - analyze character, plot, setting, point of view and development of theme - evaluate proposed solutions - analyze the development of a theme across genres - evaluate the effect of author¦ s style and complex literary techniques (including tone)
CA/1/1/G/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	During Reading	Grade 9-12	During reading, utilize strategies to - self-question and correct - infer - visualize - predict and checkusing cueingsystems < meaning < structure < visual
CA/1/2/B/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety	Literary Devices	Grade 9-12	Analyze and evaluate author¦ s use of figurative language (emphasize irony), imagery and sound devices in poetry and prose

			of cultures and times			
CA/1/1/D/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Fluency	Grade 9-12	Read grade-level instructional text - with fluency, accuracy and appropriate expression - adjusting reading rate to difficulty and type of text
CA/1/1/I/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	Grade 9-12	Compare, contrast, analyze and evaluate connections between - information and relationships in various fiction and non-fiction works - text ideas and own experiences - text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
CA/1/1/F/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Pre-Reading	Grade 9-12	Apply pre-reading strategies to aid comprehension - access prior knowledge - preview - predict - set a purpose and rate for reading

Course Curriculum Text Report

Grade: 11th Grade
Course: English III
Discipline: Communication Arts
Board Approval Date:

Course Description

Communication is language in action, by which individuals participate in the affairs of society through reading, writing, speaking, listening, observing, visual literacy, using electronic media and thinking. The course English III is designed to help students improve these communication skills. Class activities will be directed toward all areas of communication, with special emphasis on the reading process, the writing process and thinking. In addition, students will focus on American literature and college preparatory skills, including ACT preparation.

Course Rationale

English III provides the foundation for life skills. Proficiency in reading, writing, speaking, listening and thinking helps students become lifelong learners and allows them to participate fully as citizens of their communities, country and the world.

Selected Objective Curriculum Items:

- Unit
- Local Objective
- Objective used to evaluate students
- Objective is A+
- Assessment Activity
- Level of Expectation
- List of concepts and Evaluation Types
- Learning Activity
- Instructional Method
- Content Standards
- Process Standards
- Equity/Workplace Readiness
- Resources
- Correction Exercise
- Enrichment Exercise
- Special Needs
- English Language Learner
- GLEs v1.0
- GLEs v2.0 and CLEs
- Objective Notes/Essential Questions

Unit
ACT/Vocabulary/Grammar

Local Objective
Local Objective: 01. Apply conventions of capitalization, punctuation and standard usage
Local Objective: 02. Develop vocabulary through text using context clues, dictionary, roots

Objective used to evaluate students
Yes

Objective is A+
Yes

Assessment Activity
Practice ACT
Dictation focusing on convenions

Level of Expectation
90 percent completion

Learning Activity
•Develop vocabuary skills through the year (via analogies and other vocab exercises). •Develop and review specific grammar skills throughout the year, using Sentence Elements; students taking dictation. •Take, review and score English and reading sections of the practice ACT tests.

Study (and memorize) roots.
Use context clues to develop vocabulary.

Instructional Method
Sentence Elements (items posted in room)
Guided practice through dictation
Guided practice through ACT practice
Guest speaker (ACT expert)

Content Standards
CA 1, CA 2, CA 3

Process Standards
3.6, 4.5, 3.5

Resources
Practice ACT packets ACT tips from SBU Released MAP items

Enrichment Exercise
Scores on ACT Scores on MAP Repetitive review of skills

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/1/1/E/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Vocabulary	Grade 9-12	Develop vocabulary through text, using - roots and affixes - context clues - glossary, dictionary and thesaurus
CA/2/2/F/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English	Sentence Construction	Grade 9-12	In composing text, use - a variety of sentence structure and length for stylistic effect - cohesive

			conventions			devices - active voice construction
CA/2/2/B/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Capitalization	Grade 9-12	Use conventions of capitalization in written text
CA/2/2/C/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Punctuation	Grade 9-12	In composing text, use - correct formatting (e.g., quotation marks, italics and underlining) in citations - hyphens for compound adjectives
CA/2/2/E/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Spelling	Grade 9-12	In writing, use dictionary, spell-check and other resources to spell correctly

Unit
Creative Writing: Communicating Within and Beyond the Classroom

Local Objective
Local Objective 01: Apply a writing process to write effectively in various forms and types of writing.
Local Objective 02: Compose text showing awareness of audience
Local Objective 03: Compose text with strong controlling idea, relevant specific details, complex ideas and freshness of thought.
Local Objective 04: Compose text with effective beginning, middle and end, logical order, effective paragraphing.
Local Objective 05: Compose text with standard usage and conventions.

Objective used to evaluate students
Yes

Assessment Activity
Students receive on-time grades for drafts. These are edited (by teacher/and or peers). Students revise best pieces for a portfolio. The Missouri 4-Point Holistic Rubric is used. The best pieces are entered in writing contest where judges evaluate the writing.

Level of Expectation
95 percent get on-time grade.
Students revise pieces to 75 percent or better.

List of concepts and Evaluation Types

Concept	Evaluation Type
Creative writing portfolio with three pieces.	PE

Learning Activity
1. Create five of the following: •autobiography •description of person/place/object •essay with photos •journal/diary (fictional or personal) •narrative •dialogue (skit) •collection of poetry and/or prose •literature-related newspaper • feature story •sports feature story •commercial scripts •personal experience narrative •personal opinion
2. Demonstrate standard English through print communications.
3. Edit papers based on evaluations.
4. Analyze written responses of peer evaluations.
5. Choose three pieces to revise and submit for grade.

Instructional Method
Students read various examples of the writing choices, analyzing for form. Teacher meet individually with students during writing workshop time to discuss strengths and weaknesses of pieces. Students work with other students in peer evaluation groups. Students use lab and classroom computers to revise and edit pieces.

Content Standards
CA 1, CA 4

Process Standards
2.2, 2.3, 2.1

Resources
Examples from previous years.

Enrichment Exercise
Contest awards

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE

CA/2/2/F/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Sentence Construction	Grade 9-12	In composing text, use - a variety of sentence structure and length for stylistic effect - cohesive devices - active voice construction
CA/2/2/B/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Capitalization	Grade 9-12	Use conventions of capitalization in written text
CA/2/2/C/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Punctuation	Grade 9-12	In composing text, use - correct formatting (e.g., quotation marks, italics and underlining) in citations - hyphens for compound adjectives
CA/2/2/E/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Spelling	Grade 9-12	In writing, use dictionary, spell-check and other resources to spell correctly

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/W/2/A/EIII/b.	Communication Arts	Writing	Compose well-developed text	Audience and Purpose	English III	Compose text choosing a form and point of view appropriate to purpose and audience
CA/W/1/A/EIII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English III	Apply a writing process to write effectively in various forms and types of writing (W3A)
CA/W/2/B/EIV/a.	Communication Arts	Writing	Compose well-developed text	Ideas and Content	English IV	Compose text with strong controlling idea
CA/W/2/E/EIII/a.	Communication Arts	Writing	Compose well-developed text	Conventions	English III	In written text apply conventions of capitalization
CA/W/2/E/EIV/b.	Communication Arts	Writing	Compose well-developed text	Conventions	English IV	In written text apply conventions of punctuation
CA/W/3/A/EIV/a.	Communication Arts	Writing	Write effectively in various forms and types of writing	Forms/Types/Modes of Writing	English IV	Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features

Unit
Nonfiction: Persuasion/Opinion Writing/Newswriting

Local Objective
Objective 01: Incorporate research to support arguments or to communicate information. Objective 02: Paraphrase and/or quote sources using MLA format. Objective 03: Evaluate and organize information and ideas. Objective 04: Demonstrate proficiency in writing standard English. Objective 05: Evaluate and analyze editorial cartoons. Objective 06: Evaluate and analyze letters to the editor. Objective 07: Evaluate and analyze rhetoric in persuasive speeches. Objective 08: Analyze persuasive appeals (emotional, ethical and logical).

Objective used to evaluate students
Yes

Assessment Activity
•Evaluation of opinion essay using state scoring guide. •Evaluation of letter/editorial cartoon using teacher-designed rubric. •Evaluation of rhetoric using teacher-designed handout.

Level of Expectation
80 percent

List of concepts and Evaluation Types

Concept	Evaluation Type
Write opininion essay.	PE

Learning Activity
•Write an opinion essay. •Write a letter to the editor or draw an editorial cartoon. •Write a news article based on a speech (read or viewed). •Research information to incorporate into essay and cite information in MLA format. •Determine audience and purpose •Edit and proofread own writing to meet conventional standard English.

Instructional Method
Lecture, modeling, group and class discussion, guided practice, peer evaluation, independent practice.

Content Standards
CA 1, CA 2, CA 3, CA 4

Process Standards
1.2, 2.6, 1.8, 2.1, 2.2, 2.3, 4.4, 4.8, 1.4, 1.7, 1.6, 4.1

Resources
•Opinion essays in magazines and newspapers. •Student examples of opinion essays from previous years.

Enrichment Exercise
•Enter opinion essays in writing contests. •Individual conference with teacher.

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/2/1/A/09-12/a	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	Grade 9-12	Follow a writing process to - independently create appropriate graphic organizers as needed - apply writing process to write effectively in various forms and types of writing
CA/2/2/C/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Punctuation	Grade 9-12	In composing text, use - correct formatting (e.g., quotation marks, italics and underlining) in citations - hyphens for compound adjectives

CA/4/1/B/09-12/a	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Acquire Information	Grade 9-12	Locate and use multiple primary and secondary sources to - select relevant and credible information - evaluate reliability of information - evaluate reliability of sources
CA/4/1/D/09-12/a	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Sources Consulted	Grade 9-12	Cite sources of information using a standard method of documentation
CA/4/1/A/09-12/a	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Research Plan	Grade 9-12	Develop an appropriate research plan to guide investigation and research of focus questions
CA/2/2/B/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Capitalization	Grade 9-12	Use conventions of capitalization in written text
CA/2/2/E/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Spelling	Grade 9-12	In writing, use dictionary, spell-check and other resources to spell correctly
CA/2/2/F/09-12/a	Communication Arts	Writing	Compose well-developed text using standard English conventions	Sentence Construction	Grade 9-12	In composing text, use - a variety of sentence structure and length for stylistic effect - cohesive devices - active voice construction
CA/1/2/A/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Features	Grade 9-12	Locate - interpret and apply information in title, table of contents and glossary - and recognize the text features of fiction, poetry and drama in grade-level text
CA/1/2/C/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Elements	Grade 9-12	Use details from text to - analyze character, plot, setting, point of view and development of theme - evaluate proposed solutions - analyze the development of a theme across genres - evaluate the effect of author! s style and complex literary techniques (including tone)

Unit
Poetry (Author Focus: Whitman/Dickinson/Hughes)

Local Objective
Objective 01: Read, view, listen to and evaluate written, visual and oral communications. Objective 02: Plan and make oral presentations for a variety of purposes and audience. Objective 03: Analyze and evaluate poetry (diction, tone, figurative language, symbolism and imagery, theme, conflict, speaker). Objective 04: Recognize poetic elements, devices and techniques: rhyme, rhythm, meter, alliteration, onomatopoeia, personification, simile, metaphor, irony, tone, mood, theme, symbolism, imagery and recognize poetic forms: villanelle, haiku, tanka, cinquain, free verse, iambic pentameter Objective 05: Write original poetry.

Objective used to evaluate students
Yes

Assessment Activity
•Teacher-constructed test covering poetic elements, literary devices and analysis of poem. •Teacher-designed scoring guide to evaluate original poems.

Level of Expectation
70 percent tests; 70 perc

List of concepts and Evaluation Types

Concept	Evaluation Type
Poetic elements and analysis	CR
Write original poems	PE
Literary devices	MC

Learning Activity
•Read a variety of poetry. •Take notes on elements of good poetry writing. •Read and evaluate literary techniques that made Whitman, Dickinson and Hughes unique poets. •Discuss Whitman, Dickinson and Hughes and their influence on today's poetry. •Evaluate assigned author's life, read poem with expression, paraphrase, summarize poem and discuss literary techniques. •Group or individual poem presentation to class. •Identify poetic elements, devices and techniques. •Analyze literary devices/techniques. •Write original poems selected from, but not limited to, the following: acrostic, cinquain, haiku, tanka, parody, free verse, narrative, rhymed poetry, formula poetry, villanelle. •Enter writing contests for audience outside classroom.

Instructional Method
Lecture, modeling, class discussion, guided practice, independent practice, peer evaluation

Content Standards
CA 1, CA 2, CA 3, CA 4, CA 5, CA 6, CA 7

Process Standards
1.4, 2.4, 3.8, 2.2, 2.1, 1.8, 3.7, 1.5, 3.5, 1.1

Resources
The Language of Literature American Literature Various poetry handouts

Enrichment Exercise
Original poetry entered in student writing contests.

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE

CA/1/2/B/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Devices	Grade 9-12	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in poetry and prose
CA/2/1/A/09-12/a	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	Grade 9-12	Follow a writing process to - independently create appropriate graphic organizers as needed - apply writing process to write effectively in various forms and types of writing
CA/2/3/D/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Summary Writing	Grade 9-12	Write - a multi-paragraph text that summarizes large amounts of information clearly and concisely - complete research papers/projects that develop a thesis,contain information from multiple sources and conform to a style manual (e.g., APA, MLA)
CA/2/3/E/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Audience and Purpose	Grade 9-12	Compose texts - for a variety of career and workplace communications (e.g., job application, résumé, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions) - for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view
CA/2/3/B/09-12/a	Communication Arts	Writing	Write effectively in various forms and types of writing	Note-Taking	Grade 9-12	
CA/3/1/B/09-12/a	Communication Arts	Listening and Speaking	Develop and apply effective listening skills and strategies	Listening Behavior	Grade 9-12	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
CA/1/2/B/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Devices	Grade 9-12	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in poetry and prose

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/R/2/B/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Techniques	English III	Identify and explain literary techniques, in text emphasizing analyze and evaluate literary techniques previously introduced
CA/R/2/A/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Features	English III	Analyze and evaluate the text features in grade-level text
CA/R/2/C/EIII/d.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to evaluate the effect of tone on the overall meaning of work
CA/W/1/A/EIII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English III	Apply a writing process to write effectively in various forms and types of writing (W3A)
CA/W/3/A/EIII/a.	Communication Arts	Writing	Write effectively in various forms and types of writing	Forms/Types/Modes of Writing	English III	Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features

Unit
Puritan Tradition and Beyond

Local Objective
Local Objective: 01. Analyze an 18th-century sermon (literary analysis) Local Objective: 02. Analyze emotional language (literary analysis) Local Objective: 03. Understand the following literary terms: drama, setting, theme, scene, cast of characters, antagonist, dialogue, plot, act, protagonist, state directions, monologue. Local Objective: 04. Connect an American drama to historical contexts and to current events. Local Objective: 05. Use a graphic organizer to keep track of details and characters in a drama. Local Objective: 06. Understand the following literary terms and/or aspects: character motivation, foreshadowing, drawing conclusions, making inferences, mood, irony. Local Objective: 07. Compare/contrast author's purpose/tone/theme.

Objective used to evaluate students
Yes

Assessment Activity
Analysis of sermon using teacher evaluation.
Quiz on literary terms.
Quiz on literary terms/aspects, using graphic organizer.
Write compare/contrast paper on two author's works

Learning Activity
Read various genres (sermon, poetry, play); Read play by parts (acting some scenes); take notes about characters and other literary terms/aspects;

Instructional Method
Modeling, independent practice, peer evaluation of writing, oral reading of play

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/L/2/A/9-12 /a.v	Communication Arts	Listening and Speaking	Develop and apply effective speaking skills and strategies for various audiences and purposes	Discussion and Presentation	9th Grade - 12th Grade	Demonstrate poise and self-control in discussions and presentations
CA/R/2/B/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Techniques	English III	Identify and explain literary techniques, in text emphasizing analyze and evaluate literary techniques previously introduced
CA/W/1/A/EIII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English III	Apply a writing process to write effectively in various forms and types of writing (W3A)
CA/W/2/A/EIII/b.	Communication Arts	Writing	Compose well-developed text	Audience and Purpose	English III	Compose text choosing a form and point of view appropriate to purpose and audience
CA/W/2/B/EIII/b.	Communication Arts	Writing	Compose well-developed text	Ideas and Content	English III	Compose text with relevant specific details
CA/W/2/B/EIII/a.	Communication Arts	Writing	Compose well-developed text	Ideas and Content	English III	Compose text with strong controlling idea
CA/W/2/C/EIII/a.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with effective beginning, middle, and end
CA/W/2/C/EIII/b.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with a logical order
CA/W/2/C/EIII/c.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with effective paragraphing
CA/W/2/C/EIII/e.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with varied sentence structure
CA/W/2/C/EIII/g.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with active voice

CA/W/3/A/EIII/d.	Communication Arts	Writing	Write effectively in various forms and types of writing	Forms/Types/Modes of Writing	English III	Compose a variety of texts, including literary analysis

Unit
Reading Workshop

Local Objective
Objective 01: Students will accumulate at least 50 AR points for an A; other grades will be prorated. Objective 02: Students will read a variety of texts (including nonfiction)

Objective used to evaluate students
Yes

Assessment Activity
STAR testing (Comm. Arts. SMART goal)
AR tests
Book chats with teacher
Student survey and goals
Book projects
Literature circle activites

Level of Expectation
Expectations will depend on students' grading levels.

Learning Activity
Reading
Reading strategies
Literature circle discussions

Instructional Method
Modeling
Reading strategies mini-lessons
Reading excerpts from various genres

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/R/1/F/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Pre-Reading	English III	Apply pre-reading strategies to aid comprehension: access prior knowledge
CA/R/1/F/EIII/b.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Pre-Reading	English III	Apply pre-reading strategies to aid comprehension: preview
CA/R/1/F/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Pre-Reading	English III	Apply pre-reading strategies to aid comprehension: predict with text support or rationale
CA/R/1/F/EIII/d.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Pre-Reading	English III	Apply pre-reading strategies: set a purpose and rate for reading
CA/R/1/G/EIII/b.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	During Reading	English III	During reading, utilize strategies to self-monitor comprehension
CA/R/1/G/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	During Reading	English III	During reading, utilize strategies to question the text
CA/R/1/G/EIII/f.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	During Reading	English III	During reading, utilize strategies to paraphrase
CA/R/1/G/EIII/g.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	During Reading	English III	During reading, utilize strategies to summarize

Unit
American Drama

Local Objective
Objective 01: Read, view listen to and evaluate written, visual and oral communications. Objective 02: Analyze and evaluate literay devices and techniques. Objective 03: Analyze elements such as setting, plot, characters, theme, purpose, point of view, style and tone.

Objective used to evaluate students
Yes

Assessment Activity
Paragraph writing about characters, theme

Quizzes

Writing analyzing elements and techniques

Learning Activity
Read play Our Town
Learning centers focused on aspects of 1900s (locally and across country)
Field trip to Lindley Prairie Cemetery

Instructional Method
Reading strategies (front-loading for pre-reading, learning centers)
Lecture
Discussion
Modeling and reading practice

Resources
The Literature of Language American Literature The Crucible
American Literature (Glencoe) Our Town

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/R/2/A/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Features	English III	Analyze and evaluate the text features in grade-level text
CA/R/2/B/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Techniques	English III	Identify and explain literary techniques, in text emphasizing analyze and evaluate literary techniques previously introduced
CA/R/2/C/EIII/b.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to analyze character, plot, setting, point of view
CA/R/2/C/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to analyze the development of a theme across genres
CA/R/2/C/EIII/d.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to evaluate the effect of tone on the overall meaning of work
CA/R/3/C/EIII/h.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	Text Structures	English III	Use details from argumentative text(s) to analyze and evaluate author's viewpoint/perspective

Unit

Spirit of Individualism – Celebrations of Self

Local Objective

Local Objective: 01. Summarize to understand an essay. Local Objective: 02. Analyze aphorisms. Local Objective: 03. Evaluate author's observations. Local Objective: 04. Understand and apply transcendentalism Local Objective: 05. Understand and recognize the following literary terms: free verse, anaphora, catalog, parallelism, allusion, imagery, experimental poetry. Local Objective: 06. Connect literature to historical contexts and to the students own experiences. Local Objective: 07. Understand and appreciate a classic lyric poem (literary analysis) Local Objective: 08. Use strategies for reading traditional poetry (active reading) Local Objective: 09. Examine stanza nd rhyme schemes (literary analysis) Local Objective: 10. Identify and understand free verse and poetric devices for creating rhythm (literary analysis) Local Objective: 11. Apply strategies for reading fee verse (active reading) Local Objective: 12. Make inferences to understand poetry (active reading) Local Objective: 13. Demonstrate proficiency in writing standard English. Local Objective: 14. Locate and gather information and ideas. Local Objective: 15: Process, organize and evaluate information and ideas.

Objective used to evaluate students

Yes

Assessment Activity

•Songs of Self CD, using teacher-generated rubric •Philosophy of life paper •MLA format works cited •Packet on transcendentalism (requiring short answer, essay and vocabulary)

Learning Activity

•Read Transcendentalists (Emerson, Thoreau). •Read Whitman. •Keep a reader's journal. •Work in groups to interpret and evaluate poetry. •Create a songs of self CD •Write a philosophy of life paper (MLA style) •Interpret aphorisms •Read poetry that reflects the transcendental themes. •Watch Dead Poets Society, noting transcendental themes and ideas

Instructional Method

Lecturing, modeling, group activities and presentations, note taking, individual work on packets.

Content Standards

CA 2, CA 3, CA 7

Process Standards

1.6, 1.5

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/1/1/I/09-12/a	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	Grade 9-12	Compare, contrast, analyze and evaluate connections between - information and relationships in various fiction and non-fiction works - text ideas and own experiences - text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/I/1/A/9-12 /a.i	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Research Plan	9th Grade - 12th Grade	Develop an appropriate research plan to guide investigation and research of focus questions
CA/I/1/B/9-12 /a.i	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Acquire Information	9th Grade - 12th Grade	Locate and use multiple primary and secondary sources to select relevant and credible information
CA/I/1/C/9-12 /a.i	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Record Information	9th Grade - 12th Grade	Record relevant information from multiple primary and secondary sources using a self-selected note-taking or organizational strategy

CA/R/2/A/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Features	English III	Analyze and evaluate the text features in grade-level text
CA/R/2/C/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to analyze the development of a theme across genres
CA/R/2/C/EIII/d.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to evaluate the effect of tone on the overall meaning of work
CA/W/1/A/EIII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English III	Apply a writing process to write effectively in various forms and types of writing (W3A)
CA/W/2/A/EIII/a.	Communication Arts	Writing	Compose well-developed text	Audience and Purpose	English III	Compose text showing awareness of audience
CA/W/2/B/EIII/a.	Communication Arts	Writing	Compose well-developed text	Ideas and Content	English III	Compose text with strong controlling idea
CA/W/2/B/EIII/b.	Communication Arts	Writing	Compose well-developed text	Ideas and Content	English III	Compose text with relevant specific details
CA/W/2/B/EIII/d.	Communication Arts	Writing	Compose well-developed text	Ideas and Content	English III	Compose text with freshness of thought
CA/W/2/C/EIII/a.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with effective beginning, middle, and end
CA/W/2/C/EIII/b.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with a logical order
CA/W/2/C/EIII/c.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with effective paragraphing
CA/W/2/C/EIII/d.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with cohesive devices
CA/W/2/C/EIII/e.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with varied sentence structure
CA/W/2/C/EIII/f.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with clarity of expression
CA/W/2/C/EIII/g.	Communication Arts	Writing	Compose well-developed text	Organization and Sentence Structure	English III	Compose text with active voice

Unit
Poetry Out Loud

Local Objective
Students adjust their use of spoken, written and visual language (e.g. conventions, styles, vocabulary) to communication effectively with a variety of audiences and for different purposes.

Students will memorize a poem from the Poetry Out Loud web site.

Students will present the poem to the class.

Students will learn and demonstrate active listening skills.

Objective used to evaluate students
No

Assessment Activity
Memorized poem presented in class.

Student will be assessed using the contest evaluation sheet: Physical presence, voice and articulation, appropriateness of dramatization, level of difficulty, evidence of understanding, overall performance.

Level of Expectation
All students will present a memorized poem.

Learning Activity
Learners will visit Poetry Out Loud web site, explore poems and choose a poem to present.

Learners will view past national winners of Poetry Out Loud.

Learners will practice presenting poems in small groups.

Learners will discover effective ways to memorize.

Learns will present memorized poems in class.

Classroom winners will compete in high school competition (evaluated by outside judges).

Instructional Method
Online exploration.

Modeling of memorization techniques.

Modeling of poetry presentation.

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/I/2/A/9-12 /a.i	Communication Arts	Information Literacy	Develop and apply effective skills and strategies to analyze and evaluate oral and visual media	Media Messages	9th Grade - 12th Grade	Analyze, describe, and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays, and/or news programs)
CA/I/1/D/9-12 /a.i	Communication Arts	Information Literacy	Develop and apply effective research process skills to gather, analyze and evaluate information	Sources Consulted	9th Grade - 12th Grade	Document sources of information using a standard citation format
CA/L/1/A/9-12 /a.i	Communication Arts	Listening and Speaking	Develop and apply effective listening skills and strategies	Purpose for Listening	9th Grade - 12th Grade	Listen for enjoyment

CA/L/1/A/9-12 /a.v	Communication Arts	Listening and Speaking	Develop and apply effective listening skills and strategies	Purpose for Listening	9th Grade - 12th Grade	Listen to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria
CA/L/1/B/9-12 /a.i	Communication Arts	Listening and Speaking	Develop and apply effective listening skills and strategies	Listening Behavior	9th Grade - 12th Grade	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement, or confusion)
CA/R/2/A/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Text Features	English III	Analyze and evaluate the text features in grade-level text
CA/R/2/C/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to demonstrate comprehension skills previously introduced
CA/R/2/C/EIII/d.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Elements	English III	Use details from text(s) to evaluate the effect of tone on the overall meaning of work

Unit
Writing Conventions

Local Objective
In written text, students will use the following:
conventions of capitalization
conventions of punctuation
standard usage

Assessment Activity
Sentence dictation

Learning Activity
Sentence Elements lecture, discussion, small group work, mentor text work

Instructional Method
Lecturing, modeling, Sentence Element handouts, mentor text examples

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/W/2/E/EIII/a.	Communication Arts	Writing	Compose well-developed text	Conventions	English III	In written text apply conventions of capitalization
CA/W/2/E/EIII/b.	Communication Arts	Writing	Compose well-developed text	Conventions	English III	In written text apply conventions of punctuation
CA/W/2/E/EIII/c.	Communication Arts	Writing	Compose well-developed text	Conventions	English III	In written text apply standard usage

Unit
Writer's Notebook

Local Objective
Students will write (at least) weekly in their Writer's Notebook.
Students will respond to various genres (prose, poetry, literature, current events).
Students will write in various genres, including literary analysis, reflective, persuasive, personal opinion.

Assessment Activity
Writer's Notebook checks (giving points for completion and attempts at various genres of writing, based on reading from texts, online and print resources)

Learning Activity
Comment on various reading activities and genres.
Attempts are various writing genres.
Analysis of various genres.
Connections to various genres.

Instructional Method
Modeling, questioning, reading various genres, discussing after writing, using entries as part of the writing process, using entries to generate writing ideas.

GLEs v2.0 and CLEs

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
CA/W/3/A/EIII/d.	Communication Arts	Writing	Write effectively in various forms and types of writing	Forms/Types/Modes of Writing	English III	Compose a variety of texts, including literary analysis
CA/W/3/A/EIII/e.	Communication Arts	Writing	Write effectively in various forms and types of writing	Forms/Types/Modes of Writing	English III	Compose a variety of texts, including reflective writing
CA/W/1/A/EIII/a.	Communication Arts	Writing	Apply a writing process in composing text	Writing Process	English III	Apply a writing process to write effectively in various forms and types of writing (W3A)
CA/R/2/B/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Techniques	English III	Identify and explain literary techniques, in text emphasizing euphemism
CA/R/2/B/EIII/b.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Techniques	English III	Identify and explain literary techniques, in text emphasizing satire
CA/R/2/B/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	Literary Techniques	English III	Identify and explain literary techniques, in text emphasizing analyze and evaluate literary techniques previously introduced
CA/R/3/A/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	Text Features	English III	Explain, analyze and evaluate the author's use of text features to clarify meaning
CA/R/3/B/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	Literary Techniques	English III	Identify, explain, and analyze literary techniques in non-fiction, emphasizing figurative language and sound devices previously introduced
CA/R/1/I/EIII/a.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	English III	Compare, contrast, analyze and evaluate connections: text to text (information and relationships in various fiction and non-fiction

						works)
CA/R/1/I/EIII/b.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	English III	Compare, contrast, analyze and evaluate connections: text to self (text ideas and own experience)
CA/R/1/I/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	English III	Compare, contrast, analyze and evaluate connections: text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period or culture)
CA/R/1/I/EIII/b.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	English III	Compare, contrast, analyze and evaluate connections: text to self (text ideas and own experience)
CA/R/1/I/EIII/b.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	English III	Compare, contrast, analyze and evaluate connections: text to self (text ideas and own experience)
CA/R/1/I/EIII/c.	Communication Arts	Reading	Develop and apply skills and strategies to the reading process	Making Connections	English III	Compare, contrast, analyze and evaluate connections: text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period or culture)